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ABSTRACT

One in a series of five volumes of teacher-developed learning modules on urban career education (K-12), this document contains learning activities for grades K-3 which are intended to be infused in the following subject areas: language arts, social studies, mathematics, science, health, music, and art. Each module includes the following information: grade level, subject area, learner outcomes, baseline objective, performance objective, curriculum content, activities, and resources/suggestions. (BM)

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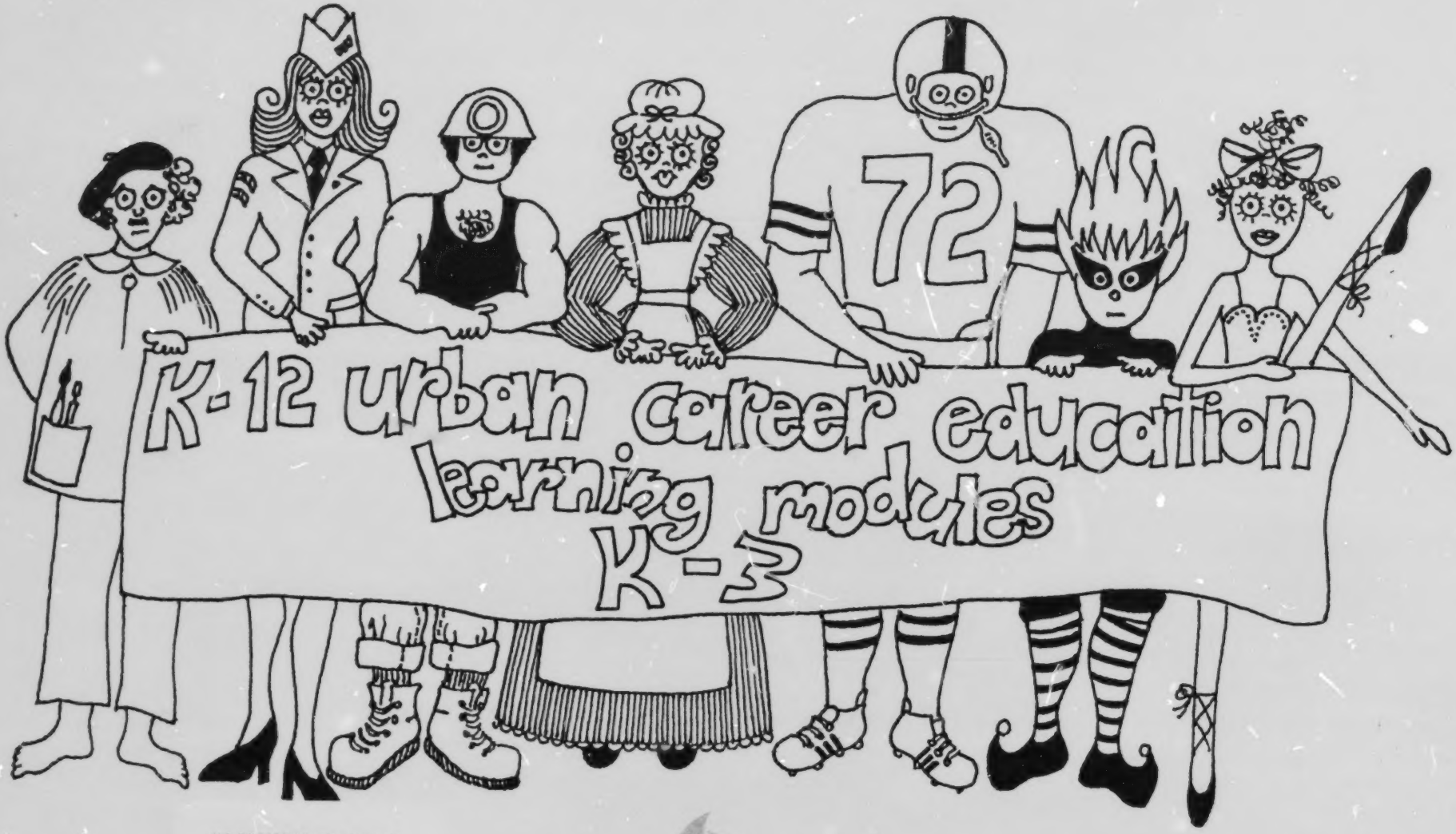

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CE 017920

K-12
URBAN CAREER EDUCATION LEARNING MODULES

K-3

WRITTEN BY THE PARTICIPATING TEACHERS

SEPTEMBER, 1977

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This publication is the result of sixty hours of staff development training for approximately 250 participants from fourteen project schools in the East Oak Cliff Sub-District. These sessions dealt with the infusion of career education into the classroom curricula. Each participant developed two original modules which are included in this publication. It is not possible to list all of the contributors who assisted in this endeavor. However, it must be recognized that it was through their efforts that we are able to share these suggestions for improving the educational experience of East Oak Cliff students through the infusion of career education into the classroom curricula.

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Nolan Estes
General Superintendent

FOREWORD

The K-12 Urban Career Education Project is dedicated to improving the educational experience of students in the East Oak Cliff Sub-District of the Dallas Independent School District. The goal of this project is to successfully infuse the concepts of career education into the daily curriculum provided by the Baseline programs. To accomplish this, a cadre of teachers have been trained in the methods of infusion and asked to produce sample learning modules for classroom use.

This publication contains the collected works of these teachers from fourteen project schools in the sub-district. These modules will serve as a guide for each participating teacher as the project moves toward active implementation of career education in the classroom.

Nolan Estes

Nolan Estes
General Superintendent

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: Discriminate among the sounds within words.

PERFORMANCE OBJECTIVE: The student will be able to identify words and/or pictures that begin with the letter p.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Introduction and/or review the letter and sound of p.	1. Identify the letter p on the alphabet chart.	1. Alphabet chart.
	2. Write p neatly in upper and lower case.	2. Stress neatness. Make sure they are not backwards and that the tail of the p goes below the line. Ruled tablet paper, pencil
	3. Listen as teacher introduces p sound.	3. Teacher might want to pop some popcorn so that students can hear the p sound as it pops.
	4. Say p sound.	
	5. Draw a picture of something that begins with the p sound.	5. Paper, crayons
	6. Make a chart of words that begin with the p sound.	6. Teacher will make chart.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Make a puppet out of a paper bag.	7. Discuss the word puppet and how it begins with the letter p. Paper bag, construction paper, glue.
	8. Construct a collage of words that begin with the p sound.	8. Magazines, scissors, paste, paper. Cut words and/or pictures out of magazines that begin with p.

EVALUATION: The student will identify words and/or pictures that begin with the letter p.

Elmarie Yvonne Brown
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 5:22 The student should be able to understand that some means of communication work more effectively in some situations than others.

BASELINE OBJECTIVE: The student should be able to determine qualities, motives, and emotions.

PERFORMANCE OBJECTIVE: The student will be able to identify 3 emotions - mad, sad, happy and be able to discuss how these are used to communicate with others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify the emotions - mad - sad - happy	1. Discuss the 3 emotions. 2. Show how these emotions look on his/her face.	1. In groups 2. Faces drawn by teachers showing these 3 emotions or the bulletin board packet, "Moods and Emotions/"
Describe the emotions - mad - sad - happy	3. Listen to the story, David Was Mad. 4. Discuss how we feel when we're mad, sad, happy.	3. Kinderowl Book
How we communicate with others.	5. Listen to the story, Happy or Sad. 6. Sing "If You're Happy and You Know It." "If You're Sad and You Know It..."	5. MacMillan Reading Series 6. Susan - Sesame Street

Curriculum Content	Activities	Resources/Suggestions
	7. Participate in Feelings Game.	7. Pickin Play - MacMillan
	8. Listen to teacher read to them.	8. MacMillan Reading
	9. Look in mirror and make sad, mad, and happy faces.	9. Multicultural Social Studies Kit.
	10. Discuss how he/she feels when these faces are made.	
	11. Discuss that we do communicate through our feelings.	11. Teacher led discussion "I know when you feel ....by your face."
	12. Identify the pictures that show how we communicate with feelings.	12. Moods and emotions pictures.
	13. Participate in role playing.	
r others react to our emotions	14. Identify pictures that show people reacting to others' feelings.	14. Mood and emotions pictures.

EVALUATION: The child will identify 3 emotions mad, sad, happy and discuss how these are used to communicate with others.

Bobbie Pyles
R. Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 5:22 The student should be able to understand that some means of communication work more effectively in some situations than others.

BASELINE OBJECTIVE: Determine qualities, motives, emotions.

PERFORMANCE OBJECTIVE: After being introduced to the concepts of emotions and feelings, the child will be able to demonstrate ways to express various feelings; anger, fear, sadness, happiness, love, and respect.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Discuss communicating feelings. - happiness - sadness - anger - fear - love - respect	The student will: 1. Discuss the idea that we all have feelings which we express physically or verbally to others. Discuss feelings, their meanings, when and how they are expressed.	
	2. Discuss individual feelings and emotions in the context of the stories and in conjunction with the pictures of Moods and Emotions.	2. Moods and Emotions picture set.
Picture of feelings being communicated. Moods and Emotions, Read and Tell	3. Look at the first picture in Read and Tell 1. Think about the situation pictured, then answer questions about the feelings expressed by each child pictured. Talk about the meaning of emotion words.	3. Read and Tell Teacher's Guide, Unit one, Lesson Two, pp. 7-8.
	4. Construct the story of Read and Tell 1 picture.	4. Teacher should write on board as students dictate.

Curriculum Content	Activities	Resources/Suggestions
Ways of expressing feelings and emotions. - laugh - cry - frown	5. Demonstrate the meaning of such "emotion" words as laugh, cry, scowl, frown, etc.	
	6. Participate in activity of DUSO Kit to understand feelings.	6. DUSO Kit - Unit II Understanding Feelings. American Guidance Service, Inc., 1970 pp. 48-65.
	7. View and discuss 6 filmstrips of Courtesy Series.	7. Courtesy Series by Coronet Films
Manners can express feelings.	8. Read and discuss Manners Can Be Fun.	8. Manners Can Be Fun by Munro Leaf.
	9. Role play situations where they will show how they communicate with others.	

EVALUATION: The child will demonstrate ways to express various feelings; anger, fear, sadness, happiness, love and respect.

Melinda Fultz
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 5:34 The student should be willing to communicate, project his/her thoughts and/or express his/her feelings.

BASELINE OBJECTIVE: Discriminate among auditory sounds.

PERFORMANCE OBJECTIVE: The student will be able to identify different sounds and describe to his/her classmates how that sound makes him/her feel

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Means of communication: - sounds - spoken words - gestures Different kinds of feelings Skills preparatory decoding	The student will 1. Listen to a two-part audio recording of sounds. 2. Discuss the sounds he/she heard and the feelings that might accompany them. 3. Demonstrate the ability to communicate by using only gestures. 4. Discuss the use of gestures as a form of communication.	1. "Sounds Tell You" (Side B), Tape script, Phonograph 4. "Body Language"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Look at and discuss pictures showing emotions.	5. "Moods and Emotions" picture set.
	6. Role play various situations showing different kinds of emotions.	6. Mother had a baby, a pet dog died, your best friend moved away, your sister got you in trouble, etc.
	7. Identify different sounds played on tape recorder and describe how that sound makes him/her feel.	

EVALUATION: The student will identify different sounds and describe to his/her classmates how that sound makes him/her feel.

Gloria A. Jones
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts (Communication) GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 9:16 The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE: The student will exhibit skills preparatory to decoding by discriminating auditory sounds.

PERFORMANCE OBJECTIVE: The student will be able to verbally identify and discriminate different types of auditory sounds presented and relate them to different types of jobs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Diagnose sounds	1. Identify several sources of sounds (inside, outside, overhead, etc.), common classroom noises, or neighborhood noise.	1. Records, field trips, etc.
Identify sounds animals make	2. Listen to recording of animal sounds.	2. What Do We Hear When We Listen Song: "Old McDonald Had A Farm" At intervals the recording is stopped and students are asked to name the animal that produced the last sound.
Loud and soft	3. Listen to a series of sounds and describe the loudness or softness of each.	3. Materials in centers, musical instruments.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Listen to a story about noise.	4. The Loudest Noise in the World, Benjamin Elkin
Categorizing sounds	5. Make a list of the sounds he/she likes and the sounds he/she does not like.	
Identify and describe sounds	6. Discuss the following types of jobs and identify the sounds which accompany each job: fireman (fire truck, ambulance) medical worker police (sirens) sanitation workers (street sweepers, trash collectors) telephone company workers	6. Suggestions: -site visitations to identify sounds -resource person in classroom -recordings

EVALUATION: The student will verbally identify and discriminate different types of auditory sounds presented and relate them to different types of jobs.

Cynthia A. Christle
J. M. Ervin

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and telephone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student should be able to arrange scrambled letters and words in alphabetical order.

PERFORMANCE OBJECTIVE: In small groups of four, the students will be able to locate the phone number of the bus system, a cab company, and an airline utilizing his/her alphabetizing skills.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Alphabetizing letters and words	1. Identify which letter comes first in the alphabet.	1. Teacher will hold up 2 letter cards at a time.
Discovering the dictionary	2. Mark on a worksheet the letter of a pair that appears first in the alphabet.	2. Teacher prepared ditto of 20 pairs of letters.
Discovering the telephone book	3. Organize words into alphabetical order.	3. Put words on chalk rail and start first with basic sight words and as class masters the skills, increase the number of words.
Applying knowledge to a given problem.	4. Cut 5 words out of a magazine and paste them on the paper in alphabetical order.	4. Magazines, scissors, glue, and paper.
How to use a telephone	5. Locate 4 "surprise words" in the picture dictionary and then draw a picture of each and write its name.	5. These words will be listed on the board as part of the daily seatwork. Give them paper for the project.

Curriculum Content	Activities	Resources/Suggestions
		Have them fold it into 4 parts. In each section they will write one word and draw a picture of the word. Use nouns only
	5. Locate certain names from pages of the phone book made into overhead transparencies.	5. Prepare transparencies of phone book.
	6. In groups of four, locate the page in the phone book on which a certain letter begins.	6. Each group should have a different letter. Share info from groups. Teacher may want to prepare own phone book as a real book maybe too difficult.
	7. Discuss how the phone book helps locate things or people needed.	
	8. Locate the phone number of: 1.) Checker Cab Company 2.) American Airlines 3.) Transit System	8. This should be done in groups of four.
	9. Discuss how to dial the phone, answer it, etc.	
	10. Role-play situations in which the phone is used.	10. One child will call another child or a pretend business etc.

EVALUATION: In small groups of four, the student will locate the phone number for a bus company, a cab company, and an airline utilizing his/her alphabetizing skills.

Kathe Crapster
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL:

CAREER EDUCATION
LEARNER OUTCOME: 9:16 The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE: The student should exhibit skills preparatory to decoding by discriminating initial sounds.

PERFORMANCE OBJECTIVE: The student will be able to verbally identify the correct animate and inanimate object presented on the tape

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Presentation of Communication Communicate without words - cry - scream - laugh, etc. How communication helps us. - school bell - fire engine - telephone - doorbell	The student will: 1. Listen and participate in teacher-led discussion of text material. 2. Describe something she/he can communicate without words. 3. Imitate sounds discussed 4. Identify sounds presented on a record or a tape. 5. Describe what each sound means to her/him.	1. The True Book of Communication, Children's Press 2. Tape record sounds discusses. 3. Flash cards depicting people making these sounds. 4. Cow mooing, locomotive, airplane, etc.

EVALUATION: The studetn will verbally identify the correct animate or inanimate object presented on the tape.

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Carolyn Chase
W.B. Miller

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 9:16 The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE: Recall and sequence events.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate comprehension skills by listing five major points of a prepared story.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Listening Aids Learning Following simple oral directions. Good listening habits aid: - remembering - mental pictures - to extract major points - in pleasurable enjoyment	The student will: 1. Play "Simon Says" following teacher directions. 2. Draw a certain object. 3. Listen to a prepared taped story. 4. Draw a picture of the part of the story they liked best. 5. Construct a picture of appropriate clothing for the day after listening to a weather forecast.	2. Teacher will give specific directions which children are to follow. 3. Prepared story tape - "Cinderella etc., paper, crayons. 5. Radio or T.V. for forecast, crayons, paper.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Listen to a story and organize pictures into correct sequence.	6. Lucy Didn't Listen -ditto of major events in pictures. -scissors -glue
	7. Listen to a story and list the five major points.	7. If the child cannot list points let them draw the points.

EVALUATION: The student will demonstrate comprehension skills by listing five major points of a prepared story.

Cheryl Whitehead
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: The student will be able to use vocabulary skills.

PERFORMANCE OBJECTIVE: The student will be able to list language skills as they relate to both speaking and writing in different jobs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
To gain knowledge and awareness of jobs using writing skills. - drama - journalism - literary - business	1. Play a card game in which the author is matched to the famous children's book he/she wrote.	1. Teacher-made game. Have books on hand and make cards from poster board with author's name and/or picture on it.
	2. List famous actors.	
To gain knowledge and awareness of jobs involving language,	3. Listen to a person from the community of related occupations who comes into classroom for demonstration and questioning.	3. Lawyers (speaking and writing), Newsmen, Journalist
	4. Write a 2 line poem with rhyming lines to experience writing.	
	5. Recite poem written by a classmate.	

Curriculum Content	Activities	Resources/Suggestions
	6. Learn common words in several languages that are used everyday. (Examples - hello, good-bye, etc.) 7. Use these words in the classroom when speaking in place of the English words. 8. Ask questions of speakers brought into the classroom to experience several languages. 9. List language skills important in a job that requires speaking or writing.	8. Spanish or French teacher from area high school.

EVALUATION: The student will list language skills as they relate to speaking and writing in various jobs.

Barbara Barnett
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 1:03 The student should understand the necessity for having a satisfying job when setting a career goal.

BASELINE OBJECTIVE: The student will be able to develop efficient vocabulary skills.

PERFORMANCE OBJECTIVE: The student will be able to list jobs that he/she enjoys and identify various studies that will help him/her in this job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Interest tests can be given. Open end sentences can be used. Jobs students enjoy - yard work - house work - cooking - painting	The student will: 1. Write or tell about jobs at home or around the house that he/she enjoys. 2. Give yes or no answers on interest tests that cover a variety of subjects and jobs. 3. Complete sentences telling why he is or isn't interested in a given area.	1. Contact library for a unit on emotion and feelings. 2. Films which show people who are and aren't happy in their work. 3. Books from library which tell about famous people and their satisfaction or dissatisfaction with their jobs.

Curriculum Content	Activities	Resources/Suggestions
	4. Role play A. A person who is satisfied with his job. B. A person who is not satisfied with his job. 5. Write a short story about what kind of job he would like to have. 6. List various studies that can aid him/her in this job.	4. Invite various people from the community to come in and talk with children, telling them why they do or don't like their jobs.

EVALUATION: The student will list jobs that he/she enjoys and identify various studies that will help him/her in this job.

Carol Maple
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 1:08 The student should realize the benefits gained from talking to parents, neighbors, and friends about jobs.

BASELINE OBJECTIVE: The student will be able to alphabetize words.

PERFORMANCE OBJECTIVE: The student will be able to communicate by talking on the telephone to three (3) people about their jobs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Importance of being able to communicate.	1. Role play in a given situation in which one cannot talk.	1. Teacher will need to create several role play situations.
Being aware of one form of communication.	2. Take a field trip to Bell Telephone Company.	2. Arrangements will need to be made concerning the field trip.
Use of telephone book in association with careers.	3. Discuss the importance of the telephone, equipment, etc.	
Knowledge of and ability to use the telephone.	4. Locate 3 of his/her favorite careers in the Yellow Pages.	4. Several copies of the Yellow Pages.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Write the 3 chosen careers in alphabetical order.	
	6. Talk on the telephone to 3 people from the community about his/her career choice and ask them questions of interest to him/her.	6. Arrangements will need to be made ahead of time as to whom the children will talk to.

EVALUATION: The student will communicate by talking on the telephone to three (3) people about their jobs.

Jeaneal Flowers
A.S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment necessary training, personal fulfillment, salaries, advanced opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: The student will be able to develop efficient vocabulary skills.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the ability to conduct an interview and write a story of facts he/she learned from the interview.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Sentence Construction Written and oral language	The student will: 1. Research a career he/she is interested in. 2. Write a 5 short sentences stating facts he/she found out about the career. 3. Tell class about chosen career and why it was appealing. 4.. List words used to begin questions. 5. Construct sample sentences that could be used in an interview.	1. Teacher will need to take the children to the library to find material on chosen career. 2. Stress using complete sentences, correct punctuation, and capitalization. 4. Why, what, is, how, did, are, where, etc. 5. Can be done as a group or individual activity.

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss manners etc. that a person needs to display while being interviewed. 7. Role-play an interview with another child. 7. Interview a member of the family, friend, etc, finding out as much about his/her job as possible. 8. Write a short story explaining what he/she found out from the interview.	6. Correct verb tense, speak in complete sentences.

EVALUATION: The student will demonstrate the ability to conduct an interview and write a story of facts he/she learned from the interview.

Carol Maple
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 3

CAREER EDUCATION LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student will be able to alphabetize words.

PERFORMANCE OBJECTIVE: The student will be able to use the telephone and phone book to locate specific information concerning three (3) modes of public transportation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Use of telephone book -alphabetizing -regular phone book -Yellow Pages Proper letter information Listening and speaking Following oral directions and directions Vocabulary Development	The student will: 1. Locate one public transportation system's name and telephone number. 2. Write the name of the system in manuscript then again in cursive. 3. Discuss how the Yellow Pages helps locate information. 4. Discuss telephone manners; then role play good telephone manners and bad telephone manners. 5. Call the bus company for a bus schedule and write down specific routes from the schedule. 6. Write a short story on the public transportation system.	1. Several telephone books, paper. 4. Play telephone or telephone set from Bell Telephone Co.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Listen to a resource person tell about his/her job. 8. Locate specific information concerning three (3) modes of transportation using the telephone book.	7. Taxi driver Bus driver Airplane pilot

EVALUATION: The student will use the telephone and phone book to locate information concerning three (3) modes of public transportation.

Erma Hill
Albert Sidney Johnston

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large population and has a great deal of permanence.

BASELINE OBJECTIVE: The student will be able to develop efficient vocabulary skills.

PERFORMANCE OBJECTIVE: The student will be able to write and organize articles for a class newspaper.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Writing as a form of communication	1. Define communication.	1. The exchange of thoughts or information.
Types of written communication	2. List types of written communication.	2. Letters, messages, telegram, memos, report cards, books, etc.
	3. Discuss hieroglyphics used in ancient Egypt.	3. Communicating through picture writing.
Documents written that have permanence	4. Describe written documents that have permanence.	4. U.S. Constitution, Declaration of Independence, etc.
The newspaper	5. Discuss the newspaper as a form of written communication.	5. Tells you current events, births, deaths, entertainment, job opportunities, etc.

Curriculum Content	Activities	Resources/Suggestions
	6. Examine and list sections of a newspaper.	6. This would probably be done easiest in groups.
	7. Visit a newspaper.	7. Ask children to notice the different kinds of workers and machines.
	8. Discuss the field trip.	
	9. Research events to be used in the paper.	9. Use children as reporters, photographers, editors, etc. Stress correct spelling, etc.
	10. Help write and organize articles for the class newspaper.	10. Newspaper can be run off and either handed out to each teacher for their class or sold to the students. Think up names for paper like "News from 3C".

EVALUATION: The student will write and organize articles for a class newspaper.

Roslyn Green
W.W. Bushman

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 9:16 The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE: Predict outcomes of selections.

PERFORMANCE OBJECTIVE: The student will be able to create and write an ending to a story after listening to the introduction and beginning.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Listening to learn - The spoken word conveys a message 1. Helps you to remember. 2. Aids in auditory skills. 3. Follow directions. 4. Mental images. 5. Discrimination of phrases. 6. Viewing and listening differ from one another. Listening as a key to emotional responses. Listening is different from hearing.	The student will: 1. List 5 major or key points after listening to a story. 2. Draw a picture of the main theme of his/her favorite movie. 3. Listen to a poem. 4. Act out or role play the idea expressed in the poem. 5. Read the story,"Lucy Didn't Listen". 6. Discuss what happens when people don't listen.	1. Teacher read story, paper, pencils. 3. Teacher will need to find suitable poem. 5. Story, "Lucy Didn't Listen". 6. Ex.(1) Student talking didn't hear what page to turn to. (2) Person got lost because he didn't listen to directions.

Curriculum Content	Activities	Resources/Suggestion
	7. Follow directions given on a tape or record.	7. Teacher could make tape instructing students what to do. Also a record teaching a dance could be used. (Ex. Hokey Pokey)
	8. Discuss the difference between hearing and listening.	8. Hearing is just receiving sound by the use of one's ears. Ex.: You hear noises. Listening is making an effort to hear something or paying attention to something.
	9. View a television game show and discuss what might happen if contestants didn't listen.	9. They wouldn't know the rules, etc. T.V. will be needed.
	10. Listen to an instrumental record and draw a picture of what it makes him/her think of.	10. Encourage the children to be creative.
	11. Listen to the beginning of a story and create and write an ending.	11. Teacher will need to find a story that children can easily understand so they can complete it.

EVALUATION: The student will create and write an ending to a story after listening to the introduction and beginning.

Barbara Goldstone
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 1:09 The student should identify examples of the necessity of putting first things first.

BASELINE OBJECTIVE: Understand that a person cannot totally satisfy material wants because the wants of humans are unlimited whereas the resources needed to fulfill these wants are limited.

PERFORMANCE OBJECTIVE: The student will be able to list 3 basic needs of humans.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
All people need food.	The student will: 1. Tell what would happen if he/she didn't eat for a long period of time and how he/she might feel.	1. Show pictures of starving and healthy children. Compare.
	2. Draw and discuss pictures of his/her favorite foods.	2. Ask whether or not this food is good for you.
	3. Listen and discuss record.	3. Multicultural Social Studies-Grade I Record is about child who only ate sweets and got sick.
Certain foods help in making people healthy and strong, others do not.	4. Identify foods that are healthy and those that are not.	4. Pictures of desserts, candies, meats, fruits, vegetables, etc.

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Curriculum Content	Activities	Resources/Suggestions
All people need shelter.	5. Discuss different kinds of shelters.	5. Why do we need shelter? Pictures of house, apt., trailer, hut, etc.
People have different shelters according to economic status and geographical location.	6. Discuss different places people live and why the shelters are different.	6. Several factors determine what type of home people live in: 1) climate 2) resources 3) money, etc.
	7. Match different people with the home they might live in.	7. Pictures of different homes in various countries Books- That's Where You Live. A House For Everyone.
All people need clothing	8. Discuss why we need clothing and write an experience story about it.	8. Large tablet, marker
	9. Discuss pictures of different types of clothing from other lands.	9. Pictures of clothing.
People wear different types of clothing according to economic status and geographical location.	10. Classify fabrics for clothing according to what type of climate they might be used in.	
	11. List the 3 basic needs of people.	11. Paper. Some students may need to draw pictures instead of listing.

EVALUATION: The student will list the 3 basic needs of humans.

Robin Read
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

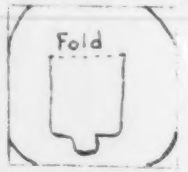
GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him/her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: Individuals live in groups and learn from one another.

PERFORMANCE OBJECTIVE: The student will be able to tell 2 advantages of interviewing a person about his/her job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Discussion on fireman -lifestyle -work -equipment -training -feelings about job.	The student will: 1. Listen to teacher present facts on a certain job.	1. Skills required training needed, lifestyle it dictates etc.
	2. Discuss fold out picture #2 on Fireman and listen to poem on back.	2. Fold out card #2 Fireman from set "People In The Neighborhood."
	3. View a filmstrip on the fireman and his work.	3. If - 242. 1-5 "Our Community Helpers." D. I. S. D. Visual Aids Cat.
	4. Listen as teacher reads about the fireman.	4. Childcraft What People Do "Firefighters in Air, on Land, on Water".
	5. Hear a musical selection.	5. "Fireman" - Our Friends in Story and Song. Apex Record Co.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Listen to a story about firemen.	6. I Know A Fireman, Williams, Barbara, 1967, Putnam.
	7. Discuss the work, lifestyle, training and equipment of a fireman.	7. Multicultural social studies kit, Level K - "Workers in the Community".
	8. Construct a fireman's hat.	8. Use red construction paper Pattern: 
	9. Interview a fireman to find out about his work. 10. Tour a fire department. 11. Discuss why he/she would or would not like to be a fireman.	9-10. Dallas Fire Department

EVALUATION: The student will tell 2 advantages of interviewing a person about his/her job.

Melinda Fultz
R. Q. Mills

Additional Resources

Let's Go to a Firehouse
By: Naomi Buckheimer
1956, Putnam.

The First Book of Firemen
By: Benjamin Brewster
1951, Watts.

I Want to be a Fireman
By: Carla Greene
1959, Children.

Let's Find Out About Firemen
By: Charles and Martha Shapp
1962, Watts.

Melinda Fultz
R. Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: The community is influenced by the individuals within it, and to a great extent shaped by them.

PERFORMANCE OBJECTIVE: The student will be able to draw pictures of himself/herself in the process of doing four (4) jobs he/she identifies as being interesting after listening to various people discuss their jobs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Introduce the community helpers: - policement - fireman - teacher - grocer	The student will: 1. Discuss the people who work in our community.	1. Krasilovsky, Phyllis, The Man Who Didn't Wash His Dirty Dishes. Doubleday & Co., Inc. 1950.
	2. Listen to a story on each community helper.	
	3. Role play using tools, clothing, movable objects (cars, trucks, etc.) used in various jobs.	3. Bowman, Me.
Introduce people of industry - factory worker - businessman	4. Cut pictures of different workers from magazines.	4. Levenson, Dorothy, The Day Joe Went to the Supermarket. Wonder Books, Inc.
	5. Listen to resource people talk about various jobs.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Salaries vary with training and knowledge of one's job.	6. Tour their neighborhoods to observe various workers.	6. Fire station, grocery store. Let them discuss what they saw on the tours.
	7. Draw their favorite worker on a piece of paper.	
	8. Discuss the families of the students and the jobs they have.	
Self-concept, self awareness	9. Draw pictures of himself/herself in the process of doing 4 jobs he/she identifies as being interesting.	

EVALUATION: The student will draw pictures of himself/herself in the process of doing four (4) jobs he/she identifies as being interesting after listening to various people discuss their jobs.

E. Yvonne Brown
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him/her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: The individual assumes a participating role in various groups.

PERFORMANCE OBJECTIVE: The student will be able to tell three (3) things learned from interviewing postal workers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Community Helpers in the Post Office 1. Description of jobs 2. Qualifications required 3. Importance of jobs 4. Interdependence of postal components to achieve goals.	The student will: 1. Discuss fold-out picture of postman and why mail is important to us.	1. From: People Who Come To My Neighborhood by Jane Moncure - The Child's World Elgin, Ill. 60120
	2. Listen to story.	2. Childcraft Encyclopedia "Different Kinds of Mailmen," What People Do.
Jobs in the Post Office - sorter - deliverer - counter worker - parcel sorter - supervisor	3. Go on a field trip to the Post Office.	3. Ask children to pay attention to the different workers they see within the Post Office and machines used. Call one week prior to trip.
	4. Discuss and list jobs they saw within the Post Office.	4. Clerk at desk, mail sorter, someone loading packages, etc.

Curriculum Content	Activities	Resources/Suggestions
Mail is moved: - by truck - by plane - by train - by ship	5. Listen to and discuss story.	5. Mr. Zip And The U.S. Mail by Jene Barr.
	6. Discuss how mail gets from one place to another.	6. Mail is carried by people, trucks, airplanes, etc. Stress that it takes many people to keep the mail moving.
	7. View and discuss filmstrip.	7. 90 Billion Raindrops from the Post Office.
	8. Interview 2 postal workers.	8. Ask them: Why did you decide on this job? What do you do? What qualifications are needed?
	9. Tell the answer to a riddle.	9. I come to your house everyday. I bring letters from friends. I wear a blue suit. Who am I?
	10. Construct a Post Office within the classroom.	10. Table, Postal Workers, etc.
	11. Write another student's name on an envelope and send it through the "mail."	11. Envelopes, pencils, "stamps" could use decorative seals as stamps. Mail will be delivered.
	12. Discuss how each individual must do his/her job or the mail will stop.	12. Mail can't go if someone doesn't postmark it or pick it up, etc.

Curriculum Content	Activities	Resources/Suggestions
	13. Tell 3 things learned from interviewing postal workers.	Supplementary materials: Record: "Our Friends In Story and Song - Postman" Apex Record Co. Film: "The Mailman" I - 212 - DISD Film: "Our Post Office" I - 223 - DISD Book: Let's Go To The Post Office by Naomi Buchheimer Childcraft Encyclopedia, "In the Post Office" p.284

EVALUATION: The student will tell 3 things learned from interviewing postal workers.

Bobbie Pyles
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 4:02 The student should possess a positive attitude toward the quality of his or her work in a given area, displaying the awareness of an enriched self-concept due to this quality.

BASELINE OBJECTIVE: Each individual is unique and has worth and dignity.

PERFORMANCE OBJECTIVE: The student will be able to identify four things he/she likes about himself/herself and his/her work.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. Identify himself/herself 2. Name at least five body parts and give their function. 3. Distinguish two characteristics that make him/her unique.	The student will: 1. Identify his/her name and age and tell something about himself. 2. Locate different body parts by learning and singing song "Head, Shoulder, Knees, Toes" and the "Touching Song" 3. Distinguish his own body parts.	1. Family, pets, friends. 2. Recording of songs or teacher taught. 3. Have child lay on a large piece of paper. Teacher is to trace around his/her body. Child will draw his own clothes and body characteristics. You will need large peices of paper and crayons.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
4. Demonstrate responsibile behavior by carrying out an assigned duty.	4. Say a sentence or phrase into a tape recorder.	4. Tape recorder Tape should be played back so that children can hear themselves and others.
5. Enriching the self-concept.	5. Listen as tape is played back and identify students by their voices.	
6. Work which child can be proud and demonstrate his uniqueness (talent).	6. Define their individuality by making fingerprints and footprints.	6. Tempera paint and manila paper
	7. Be assigned a specific classroom duty.	7. Duty chart on daily or weekly basis. Duties could include watering flowers, being the leader etc.
	8. State to the class information of which he/she is proud.	8. Class discussion.
	9. Demonstrate something child thinks he/she can do well.	

EVALUATION: The student will identify four things he/she likes about himself/herself and his/her work.

Kathleen Martin
W. W. Bushman

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origin.

BASELINE OBJECTIVE: One's way of life is influenced by culture and tradition.

PERFORMANCE OBJECTIVE: The student will be able to tell about the food and dress of a country other than the United States.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Respecting others	1. Construct a bulletin board about families of different cultures and ethnic groups.	1. Pictures of different families from magazines, newspapers.
People from other countries - dress - food	2. View film on different races living and working together within a community.	2. Suggested filmstrip kit: Jerry's First Day At School.
Getting along with others.	3. Discuss and compare clothing of several countries.	3. Examples: Sari - India Serape - Mexico Kimono - Japan Kilt - Scotland The teacher should acquire pictures of these. Discuss in detail.
	4. Classify foods according to the country in which they are eaten.	4. China - rice Mexico - spicy foods (enchiladas, tamales, etc.) England - tea Italy - lasagna France - pastries

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
		4. (continued) Teacher should prepare a few of these foods so that the students can see and taste them.
	5. Construct a collage of different races working together and getting along in community life.	5. Magazines, crayons, scissors, paper, glue.
	6. Discuss getting along with others even though they look or eat differently.	
	7. Tell about the food and dress of a foreign country.	

EVALUATION: The student will tell about the food and dress of a country other than the United States.

Itheria Franklin
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 6:07 The student should understand that he or she has certain physical, social and mental characteristics which are different from others.

BASELINE OBJECTIVE: The student should be able to understand that each individual is unique and has worth and dignity.

PERFORMANCE OBJECTIVE: The student will be able to list how he/she is a unique individual.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Personal Identity Physical Identity Emotional Identity. -feelings -attitudes Likenesses and differences in people.	The student will: 1. Tell and draw about a time he/she was happy, sad, mad, lonely, or frightened. 2. Draw a picture of himself/herself displaying all of his/her physical attributes. 3. Describe himself/herself while looking in a full length mirror. 4. Role-play how he/she feels in a given situation.	1. Class discussion, Paper crayons. 2. Teacher will hold up one picture at a time and let the class guess who it is. 4. Example: Child wants to play outside and mother syas no. How would you feel? Have children discuss feelings in different situations.

Curriculum Content	Activities	Resources/Suggestions
	5. Discuss differences in heights of his/her classmates.	5. Have children make a line across the room. Compare heights.
	6. Discuss situations in which you can let someone know something without talking.	6. Examples-When a teacher puts a finger to his/her lips it means to get quiet. When a patrolman holds his flag out it means it's safe to cross the street.
	7. List how he/she is like a friend and how he/she is different.	7. Stress that all individuals are unique.
	8. Tell how facial expressions can convey feelings.	8. Mad-frown Happy-smile Unhappy-sad face
	9. List how he/she is unique.	9. Teacher will need to make list for children.

EVALUATION: The student will list how he/she is a unique individual.

Opal Bibles
J. N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 9:10 The student should be willing to learn new concepts and tasks.

BASELINE OBJECTIVE: Individuals live in groups and learn from one another.

PERFORMANCE OBJECTIVE: The student will be able to identify his role in the particular groups he belongs to.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Identify the groups to which he/she belongs (family, school, church, neighborhood.) Describe functions of groups to which he/she belongs. Identify roles of individuals at home, school, church and neighborhood.	The student will: 1. Role play activities relating to functions of family, school, church and neighborhood. 2. Describe his family, school, church and neighborhood. 3. Write experience story naming the functions of family, school, church, neighborhood. 4. Draw a mural identifying functions of family, school, church and neighborhood.	2. Informal class discussion. 3. Chart paper and marker. 4. Butcher paper and crayons.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
People learn new things by being in groups.	5. Construct a collage showing roles of individuals such as teachers, ministers, mothers, etc. 6. Pantomime things he/she has learned from home, school, church and neighborhood.	5. Magazines, paste, scissors, paper.

EVALUATION: The student will identify his role in the particular groups he belongs to.

Robin Read
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle, such as income, culture, value system, and career.

BASELINE OBJECTIVE: Understand that likenesses and differences exist among families.

PERFORMANCE OBJECTIVE: The student will be able to write 5 sentences telling how income affects different family lifestyles.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
1. Families are alike in ways.	1. Role play families of different lifestyles and incomes.	1. Poor family Middle class family Upper class family Millionaire's family
2. Families are different in ways.	2. Discuss the similarities and differences of each.	
3. Relationship between job and income.	3. Draw pictures about the likenesses differences of the various families.	3. Paper, crayons
4. Relationships between income and lifestyle.	4. Construct a collage of the home he/she could have if he/she had $1,000,000.00	4. Magazines, scissors, paper, glue, etc.
	5. Draw a picture of the house he/she could have if he/she had only $100.00	5. Paper, crayons.

Curriculum Content	Activities	Resources/Suggestions
	6. List careers that have a high income. 7. List careers with average incomes.	6.-7. Teacher will need to list these either on the board or a large chart. High income: doctor, lawyer, pilot, President, etc. Average income: teacher, secretaries, laborers, etc.
	8. Discuss advantages and disadvantages of high income and low income jobs and the affect it would have on the home, family, etc.	
	9. Define job and career.	9. Job-position of employment - Career-a professior
	10. Listen to 2 resource people from the community who enjoy their jobs.	10. Have one who is a professional and another who is a laborer such as a construction worker, truck driver.
	11. Write 5 sentences telling how income affects different family lifestyles.	

EVALUATION: The student will write 5 sentences telling how income affects different family lifestyles.

Pam Jones
W.W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 5:01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner.

BASELINE OBJECTIVE: The student will understand that rules are necessary to govern the behavior of individuals within groups.

PERFORMANCE OBJECTIVE: The student will be able to identify five (5) tactful and meaningful ways of solving a problem presented in a role play.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The reason that the boss is the boss.	1. Role play people on the job.	1. Examples: Manager Checker Sack person
Rules are necessary to keep order.	2. Listen to a local business manager come in and speak on problems he has encountered and how he solved them.	2. Teacher should invite a person from a local business.
Not every person is a leader but not everyone is a follower either.	3. Read a story.	3. Story - "Sassy Susan".
	4. See and discuss a filmstrip on getting along with people.	4. Use a filmstrip from the school library.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Problems are a part of life and being able to handle them in a constructive manner is essential. Being able to see the other person's point of view as well as your own is also necessary.	5. Role play a problem between two people. 6. List five (5) tactful ways of solving this problem.	5. Example: The sack person wants a break and there are ten people in line and the checker also needs a break. What should be done?

EVALUATION: The student will identify five (5) tactful and meaningful ways of solving a problem presented in a role play.

P. Jones
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: Likenesses and differences exist among individuals.

PERFORMANCE OBJECTIVE: The student will be able to discuss the importance of customs, traditions, languages, and costumes of Mexico and Japan and relate these cultural differences to his/her life in america.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Different countries have different traditions, languages and costumes. 1. Mexico -Spanish is spoken casa - home adios - good-bye -Tradition of siesta -Costume Serape Sombrero -Pinata	The student will: 1. Study and evaluate costumes of various countries. 2. Learn various Spanish words and what they mean. 3. Construct a serape made of butcher paper. 4. Organize a class Fiesta (party) and make a pinata.	1. Multi-Cultural Social Studies Kit - Unit 6 Activity 5. View five pictures of garments worn. 3. Butcher paper, colors, scissors. Fold sheet of paper in half. Cut a hole for the head. Make fringe around the bottom. 4. Pinata - Take several paper bags and put them inside each other so it will be several thicknesses. Cut

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
		strips of tissue paper, crepe paper or construction paper and glue to outside of sacks. Fill with candy. Secure top. Have blindfolded child hit it with a stick.
	5. Learn the Mexican Hat Dance.	5. Record - "Mexican Hat Dance"
	6. Learn various Japanese words.	
2. Japan -Japanese is spoken Sayonara (good-bye) -mushi-mushi (hello on the telephone) -People eat with chopsticks -Tradition of taking off shoes to show respect.	7. Eat a Japanese dinner.	7. Rice Crock pot to cook in Chopsticks Fortune cookies Sit on floor, remove shoes and use chopsticks.
	8. Discuss how these customs make his/her life more interesting.	

EVALUATION: The student will discuss the importance of customs, traditions, languages, and costumes of Mexico and Japan and relate these cultural differences to his/her life in America.

Jackie Johnson
R. Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 6:14 The student should be able to indicate examples of individual differences.

BASELINE OBJECTIVE: Likenesses and differences exist among individuals.

PERFORMANCE OBJECTIVE: The student will be able to describe himself as an individual by listing his/her likes and dislikes.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
People are alike. People are different. Everybody is an individual. Individuals have likes and dislikes.	The student will: 1. List T. V. shows that he/she likes and dislikes. 2. Cut out pictures of favorite foods and paste them on paper. 3. Name members in his/her family. 4. Describe clothes he/she likes to wear.	1. Paper, pencil. Fold paper in half. List likes on one side and dislikes on the other. 2. Magazines, paper, scissors, glue. 3. Discuss how one student has 2 sisters, another 1 brother, etc. 4. Some like to wear shorts, others pants, others short sleeved shirts, others T-shirts, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss how people are alike.	5. We all eat, sleep, have feelings, etc.
	6. Describe himself as an individual by listing his/her likes and dislikes.	6. Paper, pencil.

EVALUATION: The student will describe himself as an individual by listing his/her likes and dislikes.

Verna L. Stewart
John N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 7:04 The student should understand the consequences of not working.

BASELINE OBJECTIVE: The student will understand that likenesses and differences exist among families.

PERFORMANCE OBJECTIVE: The student will be able to orally describe the likeness and differences within a family unit, list one task each member contributes and describe what would happen if that task were not completed.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Develop concept of family Roles of family members How members of family help one another. Interdependence of family members	1. Bring in family photos and/or draw picture of their families, identifying each member and defining the role of each.	1. Materials: paper, crayons/ paint. Resources: Book - I Want To Be a Homemaker by Carla Green, Children's Press. Film: "The Kingdom of You and Me - Homemaking."
	2. Role play different members of their families.	2. Resources: Puppets of different family members. Record: Free To Be You and Me - Marlo Thomas
	3. Discuss how members of a family help each other at home.	3. Book - Sam, by Ann Herbert Scott, McGraw-Hill Book - Families and Their Needs, by Edna A. Anderson, Silver-Burdett

Curriculum Content	Activities	Resources/Suggestions
	4. Draw a picture of one person in his/her family that helps him/her in some way.	
	5. Respond to "What Would Happen If" situations.	5. Book-The Man Who Didn't Wash His Dishes, by Phyllis Krasilovsky, Doubleday & Co. Sample Situations: If no one prepared dinner. If no one ever emptied the trash. If no one did the laundry. If no one picked up their things.

EVALUATION: The student will orally describe the likeness and differences within a family unit, list one task each member contributes and describe what would happen if that task were not completed.

Linda Kovak
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 7:04 The student should understand the consequences of not working.

BASELINE OBJECTIVE: As a consumer an individual has to make choices as to which needs will be satisfied and which will be sacrificed.

PERFORMANCE OBJECTIVE: The student will be able to identify ways that not working will benefit or hinder his/her immediate environment.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Earning and Spending Money - work to earn money - earn money to buy necessities - money is a medium of exchange - amount of money determined quantity of purchase	The student will: 1. Construct a work schedule that must be kept in order to be tokenly paid.	1. The job schedule will change to show variation in jobs. Let the children use the "money" to buy special items or activities in the classroom. These items or activities can only be purchased with specified tokens. They may also save the tokens if they wish to purchase special activities. The teacher will need to set up a well defined token system. A class store will also need to be created.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	2. Make a mural of jobs that people get paid for.	2. Butcher paper, crayons.
	3. Construct a simple piggy bank in order to save money.	3. Plastic containers, scissors, construction paper, felt.
	4. Identify the benefits and problems of not working.	4. Multi-cultural Social Studies Kit. Books: -What is Money? by Louis K. Wilcos -Annie's Spending Spree by Nancy D. Watson -Earning Money

EVALUATION: The student will identify ways that not working will benefit or hinder his/her immediate environment.

Cheryl Whitehead
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies **GRADE LEVEL:** 1

CAREER EDUCATION LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: As a consumer an individual has to make choices as to which needs will be satisfied and which will be sacrificed.

PERFORMANCE OBJECTIVE: The student will be able to draw his or her favorite occupation and write 3 sentences telling what part money plays in that person's everyday life.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Money	The student will:	
1. History of money -Trading of goods instead of money.	1. Listen to guest speaker or view film.	1. Coin collector Film on history of money
2. Inflation - worth of money.	2. Discuss the history of money.	2. Book on money
3. Why people in the community need money.	3. Discuss and define inflation.	3. Teacher will define inflation and give examples. Bring canned goods, candy, gum, etc. Discuss prices.
4. How people in the community use money in their everyday life.	4. Divide into groups of approximately four and pick an occupation of interest to all.	
	5. Find out how a person of that occupation either gives out money or receives it.	5. Books on different careers chosen.
	6. Question community resource people.	6. If possible, invite a person to speak from one of the careers selected by the groups.

Curriculum Content	Activities	Resources/Suggestion
	7. Draw a mural about the occupation his or her group chose and show how a person of that occupation receives, uses and dispenses money.	7. Paper, crayons, pencils Teacher should display murals.
	8. Discuss each occupation and each mural.	
	9. List things that he/she has to have and things that he/she would like to have but can't.	9. Discuss how some things are more important than others. Food, clothing, etc. are more important than tickets to a show, etc.
	10. Draw his or her favorite occupation and write 3 sentences telling what part money plays in that person's everyday life.	

EVALUATION: The student will draw his or her favorite occupation and write 3 sentences telling what part money plays in that person's everyday life.

Beth Daffron
Lisbon Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: The student will understand that, as a consumer, an individual has to make choices as to which needs will be satisfied and which sacrificed.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate that money is a medium of exchange through role play.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. Prices of food items 2. Identify money & values. 3. Observe money exchange in the community. 4. Construct a store within the classroom. 5. Identify other kinds of stores where items are bought.	The student will: 1. Use labels from different kinds of food to compare the prices and classify the foods according to prices. 2. Compare prices from store to store with the help of newspapers. 3. Play the game "Pay The Cashier." 4. Participate in a field trip to a food store. 5. Locate and price different kinds of foods. 6. Participate in constructing a "play" store within their own classroom.	1. "Ideas, Games, and activities In Career Education," By Dr. Barbara Saunders. 2. Newspapers. 3. Constructive Playthings (Career Awareness-DISD) 4. Arrange a field trip to a food store. 5. All kinds of foods (Fresh, frozen, canned) 6. Boxes for store walls

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Curriculum Content	Activities	Resources/Suggestions
	7. Bring items that they feel should be included in their store.	7. Extra items for the store.
	8. Estimate a price range for items by using the newspaper.	8. Newspaper (Food section) Pens, pencils.
	9. List 10 different stores with the help of teacher.	9. Classroom board.
	10. Role play a store situation.	

EVALUATION: The student will demonstrate that money is a medium of exchange through role play.

Paula Townsend
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 8:20 The student should understand that if he/she spends time or money on one item or thing, he/she gives up doing or trying something else with his/her time or money.

BASELINE OBJECTIVE: The student will understand that as a consumer an individual has to make choices as to which needs will be satisfied and which sacrificed.

PERFORMANCE OBJECTIVE: The child will be able to demonstrate the ability to make choices and compromises through selecting desired items to purchase with tokens.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Earning and spending money Ways to earn money - turn in assignment - stay quiet - be on time - bring pencil - extra work Deciding how to spend money. - what you want - how much you have - what you need	The student will 1. Earn money (tokens) during the course of a day. 2. Examine things they can buy with their tokens. 3. Make choices as to what items they want to buy. 4. Explain why they made their choices according to the things they "want" and "need."	1. Tokens prepared by teacher. 2. Examples: food, pencils, erasers. Package of lifesavers might be 5 tokens; small bag of potato chips = 10 tokens. Have some very inexpensive items and some very expensive items. The child must decide if he wants to buy an inexpensive item today or save up during the week for an expensive item. Ditto a certain amount of "money" - maybe $20.00 Ditto another sheet of things they can buy

Curriculum Content	Activities	Resources/Suggestions
		Make sure the things to buy cost more collectively than the amount they have to "spend." book - Annie's Spending Spree. Viking Press 1962. Author, Dingman, Nancy. Book - Two Pesos for Catalina, Rand McNally & Co., 1961. Author, Kirn, Ann

EVALUATION: The child will demonstrate the ability to make choices and compromises through selecting desired items to purchase with tokens.

Linda Kovak
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 1:01 The student should be able to define the term "goal".

BASELINE OBJECTIVE: Every individual has aspirations.

PERFORMANCE OBJECTIVE: The student will be able to set his/her "goal" for the day and evaluate whether or not it was reached.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Definition of "goal." Goals for: - self - community	1. Discuss the word "goal."	1. A desired result or purpose one is working for; an objective.
Interest plays a part in aspirations.	2. Write a short paragraph on what he/she wants to be when he/she grows up.	
	3. Role play situations that might occur in a community.	3. Goals: 1. clean up litter 2. eliminate crime 3. get all pets vaccinated
	4. Listen to resource person.	4. Businessman - Let him/her discuss the goals he/she wants to achieve in career.
	5. Discuss how sometimes "goals" take a long time to reach.	5. Ask children if they ever had a goal that they didn't reach.

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss the goal of several different games.	6. Football - touchdowns Baseball - runs Soccer - goals
	7. Set and write down his/her "goal" for the day.	7. Example goals: I will finish all assigned work. I won't get into trouble. I will make 100 on my Math sheet. This should be done first thing in the morning.
	8. Evaluate whether or not his/her "goal" was reached.	8. Evaluation should be right before time to go home.

EVALUATION: The student will set his/her "goal" for the day and evaluate whether or not it was reached.

Naomi Biggers
W. W. Bushman

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle such as income, culture, value system, and career.

BASELINE OBJECTIVE: In a work-oriented society individuals perform specialized tasks to provide goods and services for themselves and others.

PERFORMANCE OBJECTIVE: The student will be able to choose a career of interest and tell how that career might influence his/her lifestyle.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
People in different careers have: - different work schedules - different lifestyles - different incomes	1. Discuss the hours and days people in various careers work and how that affects lifestyle.	1. Nurses and policemen sometimes work all night - sleep during the day. Some people work four day weeks, etc.
Income influences lifestyle.	2. Construct a picture showing two completely different careers.	2. Magazines, scissors, paper, glue, crayons.
	3. Listen to a person whose career includes a lot of out-of-town travel.	3. Pilot, traveling salesperson, etc.
	4. Discuss how a career that requires traveling might influence a person's lifestyle.	4. Out-of-town a lot, living out of a suitcase, tiring, time consuming.

Curriculum Content	Activities	Resources/Suggestions
	5. List how income might influence lifestyle.	5. House, car, places you go, clothes you wear, etc. Stress that money does not mean automatic happiness.
	6. Describe high and low income jobs. Compare and contrast.	6. Pay, hours, requirements, benefits, and disadvantages.
	7. Choose a career of interest. Tell how that career might influence his/her lifestyle.	7. Hours worked, salary, etc.

EVALUATION: The student will choose a career of interest and tell how that career might influence his/her lifestyle.

Clarence Hollie
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle, such as income, culture, value system, and career.

BASELINE OBJECTIVE: Geographic features affect lifestyles.

PERFORMANCE OBJECTIVE: The student will be able to write 5 sentences telling how geographic features affect lifestyles.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Review of basic needs.	The student will:	
	1. Discuss his/her basic needs.	1. Food, clothing, shelter
	2. Construct a picture of his/her dream house.	2. Crayons, paper
Different houses found in certain geographic locations	3. Discuss area in which his/her dream house might be found.	3. Mountains, country, city, surburban area, etc.
Geographic influences on occupations and incomes	4. Describe how houses and lifestyles differ according to geographic location.	4. Huts in the hot jungle, adobe houses in Mexico, homes on mountains, in valleys, houseboats in China, etc.
	5. Listen to a farmer speak about his job and lifestyle.	
	6. Tell what a person who lives in the mountains might do for a living.	6. Shepherd, farmer/rancher, ski instructor, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Construct a collage of different types of houses using pictures cut from magazines.	7. Magazines, scissors, paper, glue
	8. Discuss different occupations concerning income, lifestyle, and possible geographic location.	8. Cattle rancher, oil man, space scientist, car manufacturer, fruit grower, mountain climber, etc.
	9. Write 5 sentences telling how geographic features affect lifestyles.	

EVALUATION: The student will write 5 sentences telling how geographic features affect lifestyle.

Dorothy Davis
Albert S. Johnston
Pinkie Wallace
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 5:01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner.

BASELINE OBJECTIVE: The student should understand that groups establish a system of rules which include specified roles of authority and procedures for enforcing such rules.

PERFORMANCE OBJECTIVE: The student should be able to identify the people he/she works with as individuals who can achieve a goal only if they work together.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Group development - explain that individuals make up a group.	1. Listen to a speaker from store.	1. Neighborhood store owner to discuss importance of harmony among workers, how store operates, and how each worker has a specific duty.
Rules -why we have them -who should follow them -who should be exceptions	2. Draw a picture of a product, then show all the people necessary to get this product on the shelf so he can buy it.	2. Discuss chain of events- Remove a link and the process is incomplete.
	3. Make up a telephone communication system.	3. Have the children become workmen, operators. Let them display the smoothness of working together and the roughness of a lack of harmony among themselves as workers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Discuss groups they belong to and the rules they must follow. 5. Identify the goal of the class and discuss how class must work together.	5. Text: Concepts and Values, Harcourt, Brace, Jovsnovich.

EVALUATION: The student will identify the people he/she works with as individuals who can achieve a goal only if they work together.

Margie Meyer
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 7:03 The student should be able to discuss what might be the consequences to himself or herself and others if he or she does not practice good work habits.

BASELINE OBJECTIVE: Understand that in a work-oriented society individuals perform specialized tasks to provide goods and services for themselves and others.

PERFORMANCE OBJECTIVE: The student will be able to list three (3) good work habits and three (3) poor work habits and the results of each.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Workers in the Community	The student will:	
Steps in manufacturing a product.	1. Discuss social studies unit about workers and their jobs.	1. Name of Series, Publisher Supplementary Unit Social Education-Level 2
Consequences of not performing required tasks.	2. Read Unit 6 in social studies.	2. "Looking Around Town" Unit 5, pp. 101-107
	3. Discuss what would happen if a job that the child wants done is not done well.	3. "Pelle's New Suit" from Toadstools p. 56
Results of performing required tasks well.	4. Read the story "Pelle's New Suit" then role-play.	4. "Pelle's New Suit"
	5. Read the story the "Little Red Hen" and discuss the jobs that animals had.	5. "The Little Red Hen"

Curriculum Content	Activities	Resources/Suggestions
	6. Listen to and question a farmer as he speaks about the steps required in order to plant and harvest a crop of wheat or other grain.	6. Resource person-Farmer
	7. Take a field trip to a farm.	7. Site visitation
	8. Take a field trip to a bakery.	
	9. Discuss the field trips, list the jobs that the many people do to get the wheat from the field, to the store, and to the table.	9. List the jobs on a big chart.
	10. Describe what would happen if anyone failed in their job.	
	11. Paint a mural about the field trips.	11. Butcher paper, crayons.
	12. List 3 good works habits and 3 poor work habits and the results of each.	

EVALUATION: The student will list three (3) good work habits and three (3) poor work habits and the results of each.

Camille Langley
A. S. Johnston

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 7:04 The student should understand the consequences of not working.

BASELINE OBJECTIVE: Understand that in a work-oriented society individuals perform specialized tasks to provide goods and services for themselves and others.

PERFORMANCE OBJECTIVE: The student will be able to list the advantages of a working individual and list the problems of an unemployed individual.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The world of work provides a means by which the worker can buy food, clothing, and shelter for himself and his family.	1. Role play a situation of how money is passed on from one person to another and so on.	1. Example: The worker gets a salary. Then he buys from the grocer. The grocer pays different companies for goods and services, etc.
The student will understand that when a person does not work, he has no income and no way to purchase goods or services.	2. Listen to a community resource person discuss the need to work and the rewards gained from it.	2. Grocer, Florist, Doctor.
	3. Draw a picture of family members that help in supplying the things the family needs.	

Curriculum Content	Activities	Resources/Suggestions
	4. Discuss problems that arise when an individual does not work. 5. Construct a list of advantages of working and the disadvantages of not working.	

EVALUATION: The student will list the advantages of a working individual and list the problems of an unemployed individual.

Patsy Washington
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: There are people who produce services.

PERFORMANCE OBJECTIVE: The student will be able to list three (3) advantages of using a bank, and three (3) service occupations allied with this service.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Banking is an important factor in the community.	The student will: 1. Discuss what they think a bank is.	1. Teacher will make a chart listing reponses.
	2. Visit a bank.	2. Teacher needs to make arrangements for field trip.
	3. Discuss facts about a bank they learned from the field trip.	3. Teacher should list these on another chart.
Various jobs within a bank.	4. Evaluate and compare both charts.	
	5. Name three (3) different workers within the bank.	5. Tellers, guards, janitors, secretaries, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
People who use banks.	6. Listen to and question various resource people as they tell the reasons they use a bank.	5. Invite 3 or 4 people from the community and perhaps have a panel discussion. -Businessman -Housewife -Store Owner -Principal
	7. List 3 advantages of using a bank.	
	8. List 3 service occupations connected with banks.	

EVALUATION: The student will list three (3) advantages of using a bank, and three (3) service occupations allied with this service.

Patsy Washington
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 8:31 The student should understand that we must depend on other people, businesses, and communities for our basic needs, such as food, shelter, health care, and education.

BASELINE OBJECTIVE: People learn from other people in the community.

PERFORMANCE OBJECTIVE: The student will be able to list 5 people in the community that help satisfy his/her basic needs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Learning from others Dependency on others Different people have different jobs. People are a very important part of a community.	The student will: 1. Locate and cut out pictures of people helping each other. 2. Write a short story on the person that helps him/her the most. 3. Discuss how we learn from others. 4. Describe what might happen if everyone was a doctor or a mechanic etc. 5. Listen to 3 resource people tell why they chose their jobs.	1. Magazines, scissors, paper, glue. 3. By talking, visiting, places, etc. 5. Invite a construction worker, a grocer, a nurse etc. Someone that helps satisfy our basic needs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss members of his/her family that have jobs that help people.	6. Informal class discussion.
	7. Construct a make-believe city.	7. Elect a mayor, decide on workers that will be needed, etc.
	8. List the jobs that go on in his/her city.	
	9. List five (5) people in the community that help satisfy his/her basic needs.	

EVALUATION: The student will list 5 people in the community that help satisfy his/her basic needs.

Verna L. Stewart
John N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him/her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: "Community" means people interacting, affecting one another in a local area.

PERFORMANCE OBJECTIVE: The student will be able to interpret three interviews of public service agents and write a one page report on the one job he/she is most interested in that shows rewards of public service.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Making a set salary for a certain job does not measure fulfillment.	1. List eight jobs that people do which are services to their community.	1. Teacher will quide discussion of services available
Training is involved in jobs.	2. Construct a diorama of one community worker and their place of work.	2. Example: Nurse/hospital Fireman/fire station Materials: boxes, paper, cloth, scissors.
Interviews aid in learning about why persons decide to take certain jobs.	3. Draw a map of the closest available community service from the student's school.	
Many community service organizations are available.	4. Participate in a field trip to a branch of community service.	4. Post office, fire station, etc.
Volunteer workers are important	5. View a film on a specific person's job and list ways that person is rewarded in his job.	5. Films: "Our Postman" "Life in a Hospital"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
What community services are available.	6. Interview resource persons about experiences in his/her job.	6. Three resource persons: - hospital volunteer - postman - animal shelter employee
	7. Construct a booklet of drawings/illustrations of ten public service workers.	7. Construction paper, crayons, paints, etc.
	8. Write a one page report on his/her favorite public service worker.	8. Paper - teacher guidance
	9. Draw a class mural to show services provided by the community.	9. Butcher paper.

EVALUATION: The student will interpret three interviews of public service agents and write a one page report on the one job he/she is most interested in that shows rewards of public service.

Pam Keith
Roger Q. Mills

SUBJECT: Social Studies GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: The level of technology influences change in human society.

PERFORMANCE OBJECTIVE: The student will be able to construct a collage of want ads and pictures showing different jobs that require the same skills in order to satisfy his/her particular needs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
(Career and Occupational Information) Content: "Another Look at Change" - The skills used in one position can be used in another position. - Learning as many skills as possible can aid in the availability of acquiring a job. - Many jobs may require only one skill. Many people have basic skills and become dissatisfied with their present position and go into a completely different field of work.	The student will: 1. Read and discuss pp. 101-105 of text. 2. List 3 things Kivesi thought he wanted to be when he got older. 3. Role play a family like Kivesi's where opportunities are given to learn many responsibilities that could help him be several things. 4. List at least three things that Kivesi learned.	1. Text: The Social Sciences Concepts and Values, Harcourt, Brace, Jovanovich, 1970, pp. 101-105.

Curriculum Content	Activities	Resources/Suggestions
	5. Listen to resource person tell about a personal experience of changing jobs.	5. Resource person (one who changed from one major career to another.)
	6. List at least four comparative jobs that use the same skills.	6. Library
	7. Locate several want ad clippings that require the same skills.	7 - 8 Newspaper classified section.
	8. Construct a collage on construction paper of these clippings to show at least 5 or 6 jobs which require the same skills.	

EVALUATION: The student will construct a collage of want ads and pictures showing different jobs that require the same skills in order to satisfy his/her particular needs.

Pam Keith
R[illegible] Q. Wills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student should understand that change in any community is often the result of technological advancement and that this change is often evident in methods of transportation, communication, and urbanization.

PERFORMANCE OBJECTIVE: The student will be able to find in the telephone book five locations of public transportation and find out on the telephone the requirements of using that particular transportation system.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Importance of the transportation system	1. Discuss the various methods of transportation.	1. Student input.
Use of the telephone and telephone book	2. Name 5 of the above methods which are available to city workers.	2. Student input, chalkboard.
Learning how to alphabetize by using the telephone book	3. Role play various types of jobs in the public transportation system.	3. Let students draw a name of a worker out of a hat, then act out the job that worker might have. - bus driver - pilot - train engineer - taxi driver - boat captain
	4. Discuss the importance of the telephone.	4. Visit to telephone company.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Locate one number in the telephone book for each of the five methods listed in #2.	5. Telephone books, paper, etc.
	6. Call the five places and find out the requirements of being able to go from his home to a job location of interest to him/her.	6. Telephones, pencil, paper, etc.

EVALUATION: The student will find in the telephone book five locations of public transportation and find out on the telephone the requirements of using that particular transportation system.

Jeaneal Flowers
A.S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student should understand that change in any community is often the result of technological advancement and that this change is often evident in methods of transportation, communication, and urbanization.

PERFORMANCE OBJECTIVE: The student will be able to find in the telephone book five locations of public transportation and find out on the telephone the requirements of using that particular transportation system.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Importance of the transportation system	1. Discuss the various methods of transportation.	1. Student input.
Use of the telephone and telephone book	2. Name 5 of the above methods which are available to city workers.	2. Student input, chalkboard.
Learning how to alphabetize by using the telephone book	3. Role play various types of jobs in the public transportation system.	3. Let students draw a name of a worker out of a hat, then act out the job that worker might have. - bus driver - pilot - train engineer - taxi driver - boat captain
	4. Discuss the importance of the telephone.	4. Visit to telephone company.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Locate one number in the telephone book for each of the five methods listed in #2.	5. Telephone books, paper, etc.
	6. Call the five places and find out the requirements of being able to go from his home to a job location of interest to him/her.	6. Telephones, pencil, paper,etc.

EVALUATION: The student will find in the telephone book five locations of public transportation and find out on the telephone the requirements of using that particular transportation system.

Jeaneal Flowers
A.S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: Groups throughout the world live in different environments.

PERFORMANCE OBJECTIVE: The student will be able to role play a school situation in Mexico, China, England and Uganda and compare this to his/her school situation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Every country has customs, a language, religion, and life-style which influence their attitudes and values. 1. Geographical area 2. Availability of food 3. Music 4. Clothes 5. Games and toys 6. Religion	The student will: 1. List ways in which the climate of assigned areas plays a role in a dress code. 2. Learn various phrases of a language other than English. 3. Find pictures in magazines, etc. of children in other countries playing games, worshiping, etc.	1. Text: The Social Sciences 2. Examples: -Spanish -Chinese -French

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Geographic areas studies: -Mexico -China -England -Uganda	4. Compare and contrast people of different ethnic origins, by role-playing.	4. Teacher suggestions: Bring games to class Bring or make costumes of other countries. Make a meal of a different country. Listen to music of other cultures. Have a classroom visitor.

EVALUATION: The student will roleplay a school situation in Mexico, China, England, and Uganda and compare this to his/her school situation.

Barbara Goldstone
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 4:04 The student should want to work for personal satisfaction and independence.

BASELINE OBJECTIVE: The student will be able to identify equivalent sets by matching one to one.

PERFORMANCE OBJECTIVE: The student will be able to independently identify equivalent sets by matching one peg to one hole.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Matching one to one - Equivalent sets have an equal number of objects.	The student will	
	1. Place equal number of cubes on each side of the balance scales to make the scales balance.	1. Balance scales, cubes.
	2. Check for uniformity of scale level in order to know if the sets are equivalent.	
	3. Count the number of students in the class, count the same number of lunch tickets and then pass them out.	3. Lunch tickets. When done correctly, the child becomes the line leader for the day.
	4. Match colored beads on a string by making a necklace which is like the teacher's necklace.	4. Beads, string. Suggestion: Those who do the task correctly may keep the necklace.
	5. Match flowers to stems and then self check their paper by comparing theirs to the master copy.	5. Flower, stem, ditto crayon.

Curriculum Content	Activities	Resources/Suggestions
	6. Put pegs in holes, one peg to each hole and then count how many.	6. Peg board, pegs, stick-on-star. When every hole is filled, the child may place a stick-on-star on their shirt.

EVALUATION: The student will independently identify equivalent sets by matching one peg to one hole.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify a penny, nickel, dime, quarter, half dollar, and dollar bill.

PERFORMANCE OBJECTIVE: The student will be able to identify coins and dollar bill and practice using money as a medium of exchange.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Nickel, dime, quarter, half dollar, and dollar	1. Classify real coins according to drawings and match real coins with the drawings.	1. Pictures of different coins and the dollar bill.
Money can be exchanged for goods.	2. Recite the names of the coins repeatedly.	2. Display teacher-made chart.
	3. Participate in call out game with coins.	3. Children hold up coins as you call them out. Coins can be found in back of MacMillan Math Series.
	4. Identify money that the students brought to school.	
	5. Discuss money that students brought to school and what they can buy with it.	

Curriculum Content	Activities	Resources/Suggestions
	6. Construct a cardboard bank and receive a certain amount of money from teacher.	6. Cardboard, scissors, colors
	7. Determine how much money he/she has to spend.	
	8. Construct a toy store out of objects found in room.	8. Set up store in center of the room with various toys, with large price tags displayed. Let children purchase items from store.
	9. Discuss how many different items can be bought with money, also different combinations of toys that the designated amount of money can buy.	9. Children can take a field trip to a local store and identify items and their prices. Children may be given a designated amount of money to spend on objects they would like to buy.

EVALUATION: The student will identify coins and dollar bill and practice using money as a medium of exchange.

Kathy Martin
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify a penny, nickel, dime, quarter, half-dollar, and dollar.

PERFORMANCE OBJECTIVE: The student will be able to identify a penny, nickel, dime, quarter, half-dollar, and dollar.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Introduction of penny, nickel, dime, quarter, half-dollar, and dollar.	The student will: 1. Describe what the various coins look like.	1. Teacher Information: Use terms such as, "a penny is round, brown, and flat".
	2. Match real money to teacher made-chart naming each money form.	2. Materials: Teacher-made chart.
	3. Identify the money forms he/she brought to school before placing it in individual "money tubes".	3. Materials: "Money tube" - film tube for each child to put money in.
	4. Distinguish between the money forms.	4. Teacher Information: Pass samples of money around in small groups.
	5. Participate in game "Simon Says".	5. Example: All students with quarters jump up 3 times; all students with pennies clap your hands 2 times.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Money is a medium of exchange.	6. Tell how much items cost in the lunchroom referring to a teacher-made chart of lunchroom prices.	6. Materials: Teacher-made chart
	7. Buy imaginary items from the above chart using money given him/her by teacher.	7. Materials: Chart and money
	8. Buy items from a class "grocery store" using play money.	8. Materials: Store items, money

EVALUATION: The student will identify a penny, nickel, dime, quarter, half-dollar, and dollar.

Terry Nye
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify penny, nickel, dime, quarter, half-dollar and dollar bill.

PERFORMANCE OBJECTIVE: The student will be able to distinguish bewteen the penny, nickel, dime, quarter and half-dollar by holding up the coin as it is called.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Introduction of money. Characteristics of the coins.	1. Discuss how each coin looks and compare it to the others.	1. On each table put a penny, dime, nickel, quarter, and half-dollar. Discuss color, size, weight, etc. of each coin. Compare.
Money and how it's used.	2. List how people use money.	2. Teacher will make list on large chart.
	3. Play "Where would I go if I wanted to buy a...?"	3. Teacher will fill in endin Children will answer. Examples: - a coke - a dress - a pair of shoes - material
	4. Discuss how and why things in stores, restaurants, etc. are priced.	4. They are priced with tags, markers, labels so that we will know how much they cost.

Curriculum Content	Activities	Resources/Suggestion
	5. Grab a coin out of a sack without looking and tell what it is. 6. Distinguish between coins by holding up the coin as it is called.	5. Sack and all 5 coins will be needed. 6. Use play money from the back of MacMillan Math book. Each student should have a set of money. Teacher will call out the name of a coin. Each student is to choose the right coin and hold it up. Teacher can help those that are confused.

EVALUATION: The student will distinguish between the penny, nickel, dime, quarter, and half-dollar by holding up the coin as it is called.

Pinkie Wallace - J.N. Ervin
Roslyn Green - W.W. Bushman
Mary Lee Willis - R.G. Mill

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify a penny, nickel, dime, and quarter.

PERFORMANCE OBJECTIVE: The child will be able to play store and give the correct money for each item.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Naming and recognizing coins. Use various coins such as a penny, nickel, dime, quarter, dollar bill, half dollar.	The student will: 1. Participate as teacher holds up each coin and asks the name of it and how much it is worth. 2. Discuss the values to them if they don't already know. 3. Make a bank out of cardboard. Count the pennies as they drop into the bank. Determine if they are equivalent to a dime. Add prices using chart pictures of food sold in lunchroom.	1. Picture and word cards. The Picture of Money, Series R., MacMillan Publishing Co., Inc., 1975 2. Give the child ten pennies and a dime.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Write the value beside each coin pictured on ditto sheet.	4. Prepared by teacher.
	5. Match real coins with drawings saying over and over the name of each coin.	5. Money drawings, Bilingual Communication Program R.O.C.K.
	6. Tell which set has more money, the set with just pennies or the set with a few pennies and a nickel or a few pennies and a dime, etc. using the flannel board and R.O.C.K. Kit.	6. Use same large drawings, using five pennies on the nickel drawings; place two nickels on the dime, etc.
	7. Set up a play store.	Flannel board and R.O.C.K. Kit. Teacher will need to get and price items to be sold in the play store.
	8. Role play store situation indicating exchange of money for goods.	

EVALUATION: The child will play store and give the correct money for each item.

Mary Lee Willis
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: The student will be able to identify penny, nickel, dime, quarter, half-dollar and dollar bill.

PERFORMANCE OBJECTIVE: The student will be able to use a penny, nickel, dime, quarter, half-dollar and dollar bill to buy items from a constructed play toy store.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Young children better understand money in small denominations. Penny Nickel Dime Quarter Half Dollar Dollar Bill	1. Identify a penny, nickel, dime, quarter, half-dollar, and dollar bill by picking up a coin or dollar bill and stating its name.	1. Penny, nickel, dime, quarter, half-dollar and dollar bill.
	2. Distinguish between a penny, nickel, dime quarter, half-dollar and dollar bill on a felt board.	2. Felt Board Felt Coins
Concept of Exchange	3. State the meaning of exchange.	3. Exchange-change; give and take. (Thorndike Barnhart beginning dictionary.)
Exchange without money Exchange with money	4. Demonstrate an understanding of exchange without money by receiving free playtime after the days work is completed.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Observe the cafeteria cashier take the money from the children at lunch.	5. Resource person from cafeteria.
	6. Listen to a story about money exchange for goods.	6. Annie's Spending Spree by, Nancy Digman Watson Ideas About Money by: John Maker I Want To Be A Storekeeper, by Carla Greene.
	7. Recite a poem about money.	7. "At The Candy Store"
	8. Construct a play toy store and purchase things from it with money.	

EVALUATION: The student will use a penny, nickel, dime, quarter, half-dollar and dollar bill to buy items from a constructed play toy store.

Janice Haney
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 9:10 The student should be willing to learn new concepts and tasks.

BASELINE OBJECTIVE: Count aloud members of groups (0 - 10).

PERFORMANCE OBJECTIVE: The student will be able to write, read and count numbers from 0 - 10.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Sequence of numbers	1. Match cutout numerals with the correct set.	1. Flannel board and cut-out numbers.
Recognition of numerals		
Count objects in sets	2. Dramatize song and finger plays using cardboard numerals.	
"More" and "Less"	3. Make several sets of objects and name the number of each set.	3. Distribute blocks, objects in the classroom, toys, beads.
Concept of 0	4. Match the number symbol to the sets which contain the number.	4. Film: E211 "Number System", Elementary School Mathematics

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Use felt board to show which numbers are more or less (10 is more than 9, 3 is less than 4, etc.). 6. Discuss the fact that when a set is empty it matches the numeral 0.	5. Felt board, pictures, numerals, overhead projector, colored pegs, etc. 6. Teacher led discussion.

EVALUATION: The student will write, read and count the numbers from 0 - 10.

Carolyn L. Chase
William B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 4:09 The student should be able to give an example of when personal satisfaction comes from doing a job well rather than from a supervisor's approval.

BASELINE OBJECTIVE: Identify, describe, and draw a circle, a square, a triangle, and a rectangle.

PERFORMANCE OBJECTIVE: The student will be able to construct and color a circle, square, triangle, and rectangle.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Review and/or introduction of a circle, square, triangle and rectangle.	1. List things that are round or circular.	1. Teacher will make a list on chart. Examples: ball, penny, sun, nickel, etc.
Comparison of shapes and sizes.	2. Describe a square.	2. All sides are the same size. Boxes are sometimes square.
Comparative language (small, smaller, smallest, large, larger, etc.)	3. Construct a picture using at least one triangle in it.	3. First discuss what a triangle looks like. Things they could draw: tent, roof of a house, birthday hat, etc.
	4. Describe a rectangle.	4. Compare it to a square.
	5. Color all the rectangles and discover a hidden picture.	5. Sheet found in dime store coloring book to be run off.

Curriculum Content	Activities	Resources/Suggestions
	6. Distinguish between pictures of shapes as to which is small, smaller, smallest, large, larger, largest.	6. Flannel shapes to be used on flannel board.
	7. Work shape puzzles.	
	8. Make shapes out of clay.	8. Clay
	9. Divide his/her paper into 4 equal parts construct and color a circle, square, triangle, and rectangle.	9. Stress that he/she will check his/her own paper. The student must be satisfied with his/her work. Put the students work on the bulletin board. This should encourage the students to do the work well.

EVALUATION: The student will construct and color a circle, square, triangle, and rectangle.

Mrs. Lindsey
William B. Miller

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: Identify coins and find the values 99¢ or less of a collection of coins.

PERFORMANCE OBJECTIVE: The student will be able to identify coins, find the values of a collection of coins, and demonstrate how money is used as a medium of exchange in our economy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Money - Do We Need It? Identifying and Naming Money -penny -nickel -dime -quarters Money and its value -buying power -cost of things -need for money Cost of money	The student will: 1. Create a primitive society in classroom by developing the necessity for exchange of "goods" within the class. 2. Construct copies of various monies to display. 3. Draw, cut, or color a ditto copy of monies and write names of money.	1. The project is to make a big bag of popcorn in the room. One student grows corn, one makes pots, one has a machine which makes oil, one has a cow which makes milk/butter, etc. Children have no money. They must trade in order to get the popcorn made. 3. Show film as follow-up Films: "The Fisherman Who Needed a Knife" or "How We Got Our Money".

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Construct bulletin board display of money with names of money on it.	4. Use felt backed monies for display. Display that 5 pennies= one nickel, etc.
	5. Construct a bulletin board adjacent to #4 to replicate a store.	5. Have pictures of products and prices. Discuss stores and prices. Bring all sorts of boxes and labels telling prices.
	6. "Buy" two products and add the two prices together to get sum or total.	6. Ditto sheets, text sheets on adding money.
	7. Read books on money during story time.	7. Books: From Barter to Gold. Russell, Salveig Rand McNally & Co. What is Money? Wilcox, Louise K.
	8. Discuss why money is needed in our economy.	8. Stress confusion resulting from Activity #1.

EVALUATION: The child will identify coins, find the values of a collection of coins and demonstrate how money is used as a medium of exchange in our economy.

Kathe Crapster
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify coins and find values (99¢ or less) of a collection of coins.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the importance and difference of coins from Japan, Mexico, and the United States; and relate this to the every day practice in exchange of coins for goods.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Money is different in other countries (Japan & Mexico). - size - value	1. Study and evaluate coins from Japan and Mexico.	1. Coins from Mexico and Japan.
Money in the U.S. - nickels - dimes - quarter - penny - half dollar	2. Study and evaluate coins fo the U.S.	2. Coins from U.S. nickel, dimes quarter, half dollar, penny.
Application of concept - earning money - spending money - saving money	3. Match a picture of a coin with the value on a worksheet.	3. Worksheet - one side has picture of coin - other side has the value (i.e., 1¢, 5¢).
	4. Name each U.S. coin.	4. Nickel, dime, quarter, half dollar, penny.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Assign a specific job in the classroom and be paid with play money.	5. Play money (in back of Basal Math book - Mcmillan). - specific jobs for each child. - play money.
	6. Use money earned to buy things in play store.	6&7. Store, sign, cash register, items to be purchased, etc. (pencils - tablets). Have some small inexpensive items as well as expensive items.

EVALUATION: The student will demonstrate the importance and difference of coins from Japan, Mexico, U.S., and relate this to the everyday practice in exchange of coins for goods.

Jackie Johnson
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Identify coins and find the values (99¢ or less) of a collection of coins.

PERFORMANCE OBJECTIVE: The student will be able to work problems in which he/she has to decide on the coins necessary to purchase items priced 99¢ or less.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Identify and Name Coins -Penny -Nickel -Quarter -Half dollar	The student will: 1. Identify and describe coins as they are passed around.	1. Ask the children to sit in a circle and describe color, weight, shape, etc. of each coin.
Review coin values	2. Discuss the value of coins.	2. Ten pennies equal a dime, two nickels equal a dime.
Money as a medium of exchange.	3. Choose the coins necessary to purchase an item with a set price.	3. Teacher will bring in several items clearly marked with the price. Given a certain amount of money the student will choose the amount that will come closest to the price.

Curriculum Content	Activities	Resources/Suggestions
	4. Role play situations in which money is exhanged for goods or services.	4. Sample situations: Pick up clothes at cleaners, pay for a bus ride downtown, pay for pictures that were developed, etc. See that the children use the correct amount of money when "paying" for an item.
	5. Work problems in which he/she has to decide on the coins necessary to purchase an item.	5. Teacher made worksheet. There should be a priced item with several pennies, nickels, dimes, quarters, half-dollars beside it. The students are to color only those coins needed to purchase the item. There should be about 8 problems with the price no more than 99¢.

EVALUATION: The student will work problems in which he/she has to decide on the coins necessary to purchase items priced 99¢ or less.

Curtis Long
W. B. Miller

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 2

CAREER EDUCATION LEARNER OUTCOME: 6:05 The student should understand the need for recognizing his or her own faults and limitations.

BASELINE OBJECTIVE: Demonstrate mastery of basic addition facts for sums 18 or less.

PERFORMANCE OBJECTIVE: The student will be able to assess his or her own knowledge of the basic addition facts.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Order of numbers 1-20	1. Count various objects orally.	1. MacMillan Mathematics Series M., Level 2.
Child is able to understand how much every number from 1-20 is.	2. Put tagboard numbers on chalk rail, and put the numbers 1-20 in order.	2. Teacher should secure numerals.
Child needs to be aware of numbers all around him.	3. Use the text and successfully complete pages 2 and 34.	3. Text, pencil, paper.
Child needs to see how numbers will fit into career choices.	4. Using all kinds of publications and media, find different ways numbers are used. Cut out examples of the use of numbers (See Resources/Suggestions) and make a collage.	4. Magazines, newspapers. Examples: basketball scores, car prices, grocery prices, etc.
Child can check own knowledge of the addition facts.		

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Think of what he/she would like to be and how numbers will help him/her.	
	6. Complete pages 34-42 and drill on flashcards.	6. Text, pencil, paper, flashcards.
	7. Take the speed test on p. 43 of the textbook.	7. Text, pencil, paper.
	8. Evaluate his/her work to determine how well she/he can compute addition problems.	

EVALUATION: The student will assess his or her own knowledge of the basic addition facts.

Camille Langley
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 2-3

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: Find the dollar and cent value of a collection of money less than $10.

PERFORMANCE OBJECTIVE: The student will be able to choose the correct coins to pay for an item that costs under $1.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Money Values	1. Talk about coins and their value.	1. Duplicate play coins or use cardboard.
Vocabulary		
Mock Store	2. Pick out the coins that add up to 27¢, 55¢, 86¢, 75¢, 13¢, etc.	2. Show different combinations of coins.
History of Money	3. Talk about why money is used to buy things.	3. You get money in exchange for work and exchange money for goods.
	4. Discuss different systems of exchange that have been used in history.	4. Beads, wampum, animal rides, etc.
	5. Buy a small item from the class store using the exact amount of coins.	

EVALUATION: The student will choose the correct coins to pay for on an item that cost under $1.

Kay Cook
William B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Find the dollar and cent value of a collection of money less than $10.00

PERFORMANCE OBJECTIVE: The student will be able to demonstrate through concrete examples the use of money for the exchange of goods and services including the making of change for various denominations of monies of the U. S. and Mexico.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Concept of monetary influence - society - business - historical	1. Draw a picture showing the ways money is necessary in our everyday lives.	1. Manila paper, colors, marks-a-lot.
	2. Role play a game of store owner and customer, being able to explain the value each expects from money or goods.	2. Old clothes, empty boxes of goods, cans, play or real money.
United States money different from Mexican money - size - denominations - value	3. Read a story about Indians using beads, stones, shells in trade for goods.	3. The First Americans, Children's Press.
	4. Compare coins of the U. S. and determine the difference in size, then compare with pesos.	4. Real Money of U. S. and Mexico
Material content	5. Identify the U.S. and Mexican coins and tell the value of each.	5. Money charts, real money, play money.

Curriculum Content	Activities	Resources/Suggestions
Money in Trade - buying - selling - services	6. Contrast the value of U.S. and Mexican money through the use of flash cards with pictures of goods and prices. Also make booklets of equal and differing values for goods and coin folders for sorting values.	6. Tagboard, play and real money, pictures, flash cards, coin folder.
	7. Through observation tell the difference between the metals used to make the monies.	7. Samples of copper, silver nickle
	8. Trace around the coins of varying sizes and label the value of the coins and the tracings.	8. Paper, pencil, real money, coins.
	9. Have a play store to buy goods and figure the price and change from $1.00 to $5.00.	9. Play money, emptry boxes and cans, cash register or cash box.
	10. Make an article, determine price and attempt to sell it.	10. Materials for craft items, play money.
	11. Play the childrens edition of monopoly.	11. Monopoly for children by Parker Bros.
	12. Perform a service for a classmate on which a value will be placed so that the student can experience being paid for work.	12. Materials for related service occupations.

EVALUATION: The student will demonstrate through concrete examples the use of money for the exchange of goods and services including the making of change for various demoninations of monies of the U.S. and Mexico.

Barbara Barnett
R. Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Find the dollar and cent value of a collection of money less than $10.00.

PERFORMANCE OBJECTIVE: The student will be able to identify the values of money and their use to $10.00 in everyday buying experiences.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify penny, nickel, dime, quarter and half dollar and record value to 99¢.	1. Name pennies, nickels, dimes, quarters and half dollars as they are displayed.	1. Real money or play money (Educational Toy Money by Milton Bradley #9315)
Identify a dollar bill and record value to $10.00 of sets of coins and dollar bills.	2. State what coin has the highest value when given 2 different coins.	
Write and match dollar and cent value to a collection of money.	3. Name the value of money.	3. five pennies = nickel 2 nickels = dime 5 nickels = quarter
	4. Identify lost coin when playing "Lost Money".	4. "Lost Money Game". Example: My mother sent me to the store to buy something with 25¢. She gave me the exact amount but I only have 2 dimes. What coin did I lose? Child puts lost coin on flannel board.

Curriculum Content	Activities	Resources/Suggestion
	5. Describe the value of coins with a partner.	5. Toy Money - MacMillan Math 2, page 209 C. Draw 5 coins from a bag and then decide which is more or less.
	6. Discuss the dollar and its value.	
	7. Read poem "We Measure Money".	
	8. Match price tag with item marked that price.	8. Items to be marked, price tag.
	9. Demonstrate the amount of money needed to buy items in a play store.	9. Various items for the child to purchase with play items.
	10. After looking at a menu, estimate the amount of money needed to buy a meal.	10. Play money, menus Other resources: "Dollar and Cents Kit" by Clyde G. Corle Instructor Handbook Series, p. 39.

EVALUATION: The student will identify the values of money and their use to $10.00 in everyday buying experiences.

Mary E. Tito
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: Given a collection of money select the coins and bills that could be used to pay for a specific purchase.

PERFORMANCE OBJECTIVE: The student will be able to write 5 sentences describing how money is used as a medium of exchange.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Review of the different values of coins and bills.	1. Complete worksheet on selecting correct amount of money for priced item.	1. This will serve as review. Given priced items, the student will circle coins needed to get that amount.
Buying and selling in the U.S.	2. Discuss and define buying and selling.	
Process involved in buying and selling.	3. List the buying and selling that takes place before a carton of milk gets to the store.	3. Farmer buys: cow, grain for cow, milking equipment, etc. Farmer sells: milk to a dairy - Dairy gets milk into cartons, pays someone to deliver it to grocers. Dairy sells milk to grocer. Grocer sells to consumer.

Curriculum Content	Activities	Resources/Suggestion:
	4. Diagram how buying and selling occurs in a given situation.	4. Do this in groups of about 5. Sample Situations: a. cotton - cloth - shirt - consumer. b. metal - auto - manufacturer - car dealer - consumer. c. wood - paper - news paper - newstand/ paper boy - consumer.
	5. Discuss how money changes hands in his/her family.	5. Father works for his salary. He pays for or buys a place to live, electricity, water, food gas for the car, etc.
	6. Visit a grocery store.	6. Tell children to notice that when you pay money you get something in return.
	7. Role play situations in which they select bills and coins needed for a specific purchase.	7. Amount of money needed for: Ticket to a show and popcorn, roller skating and a coke, etc.
	8. Write 5 sentences describing how money is used as a medium of exchange.	

EVALUATION: The student will write 5 sentences describing how money is used as a medium of exchange.

Gwendolyn Hill
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Given a collection of money select the coins and bills that could be used to pay for a specified purchase.

PERFORMANCE OBJECTIVE: The student will be able to select the correct value of an item by matching the priced item with the correct coins or bills.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Value of money Match coins to prices Different types of jobs	1. Read and discuss text assignment.	1. 3rd grade text: pp. 70, 77, 237.
	2. Name the values of different denominations of coins.	2. Use play money
	3. Compare food prices from newspaper advertisements and match priced items with the correct coins and bills.	3. Local newspapers
	4. Write down all the jobs you can think of that require you to make change.	4. Pencil, paper
	5. Select the correct coins and bills needed to purchase selected items.	

EVALUATION: The student will select the correct value of an item matching the priced item with the correct coins or bills.

Ida Vee Loud
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Given a collection of money select the coins and bills that could be used to pay for a specified purchase.

PERFORMANCE OBJECTIVE: The student will be able to identify the coins and bills needed to make a specified purchase.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Review value of coins and bills.	1. Read and discuss pages 70-77 in the text.	1. MacMillan Mathmetics - Level 3.
Importance of being able to make and count change.	2. List jobs requiring people to make change.	2. Examples of jobs: - bus driver - store clerk - person selling tickets - restaurant cashier
Money as a medium of exchange.	3. Role play situations of people involved in the jobs listed in #2.	3. The children should role play using real money. Each child should be given the opportunity to make change for other students.
	4. Discuss the importance of knowing how to select money for a purchase.	4. The children should be made to realize that if they could not count money they might get short changed.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Construct a collage showing the various ways money is exchanged in everyday life.	5. Magazines, scissors, glue, paper.
	6. Complete a worksheet identifying the coins and bills needed to make a specified purchase.	6. Teacher made worksheet. Given several priced items students should circle the amount of money needed to buy that item. Teacher might encourage some students to figure out how much change they should receive also.

EVALUATION: The student will identify the coins and bills needed to make a specified purchase.

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Ida Vee Loud
Roger Q. Mills

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 3

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: Given a collection of money select the coins and bills that could be used to pay for a specific purpose.

PERFORMANCE OBJECTIVE: The student will be able to discuss and list reasons for using a bank.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Introduction to U.S. banking system	The student will:	
	1. Organize questions to ask the resource person from bank.	1. Why would it be good for me to put my money in the bank? What happens to my money when I put it in the bank? etc.
Advantages of using a bank: -loans -saving money -checking accounts	2. Invite resource people from banks to come for a question and answer session.	2. Teller, person in charge of loans person in charge of checking accounts. Students should ask all the questions.
	3. Tour the bank.	
	4. Role play a banking situation.	4. Putting money in the bank, withdrawing money, etc.
	5. Organize his/her own money into a "budget" for a week.	5. Decide how much money he/she has to spend in the lunchroom, store, etc.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Saving and/or Spending	6. Construct a class bank.	6. This bank will only deal in play money. The teacher will give each child X amount of money. They may "earn" more money if they behave well, finish their work, etc. They can either "buy" items or put their money in the bank. The teacher will need to bring items. They should be priced above the X amount first given.
	7. Discuss and list reasons for using a bank.	

EVALUATION: The student will discuss and list reasons for using a bank.

Dorothy Davis
Erma Hill
Albert Sidney Johnston

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which apply on the job as well as at home.

BASELINE OBJECTIVE: The student will understand how to recognize hazards in our environment.

PERFORMANCE OBJECTIVE: The student will be able to list rules to be followed while at school.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Rules - who makes them? - why they are needed. - what happens when rules are broken.	The student will: 1. Discuss why it is important to know his/her name, phone number, address, and name of school. 2. Learn and write his/her name, phone number, address, and name of school. 3. Recite phone number, address, and name of school to teacher. 4. Discuss safety rules to be used on the playground. 5. Make an experience chart of the playground rules. 6. Discuss what happens when rules are broken.	1. In case he/she gets lost, etc. 2. Teacher will need to closely supervise this. Paper, pencil. 3. As soon as student learns them send home Fuzzy Gram. 4. Ex. - Don't stand up in swings. Be careful when climbing on a Jungle Jim.

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Curriculum Content	Activities	Resources/Suggestion
	7. Discuss why we need rules.	
	8. View film.	8. Film: "Primary Safety in the School Building" H-1160
	9. List on an experience chart rules to be followed while at school.	9. Chart paper, marker.

EVALUATION: The student will list rules to be followed while at school.

Terry Nye
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 7:23 The student should be able to understand the reasons for maintaing good health.

BASELINE OBJECTIVE: The child keeps physically fit. (Threshold)

PERFORMANCE OBJECTIVE: The student will be able to describe ways to stay healthy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. 4 Basic Food Groups	The student will:	
2. 10 simple exercises.	1. Cut pictures from the 4 food groups.	1. Magazines, pictures, papers, posters and paste.
3. People who help us stay healthy.	2. Demonstrate the 10 exercises each day of the module.	2. Must be done in open space.
4. What happens if you don't stay healthy.	3. Identify pictures and draw their favorite person that helps others stay healthy.	3. Pictures, posters, paper, crayons.
	4. Participate in watching I.T.V. "All About You" Lesson 25 "Going to the hospital."	4. Watch program.
	5. Identify ways he/she could stay healthy.	

EVALUATION: The child will describe ways to stay healthy.

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Paula Townsend
Johnston

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: Identifying the activities of living things.

PERFORMANCE OBJECTIVE: The student will be able to draw the steps and changes a plant goes through from a seed to maturity illustrating successful completion of a task.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Planting seeds (outside on a pretty day)	The student will:	
Discussion of what plants need: - light - soil - water - proper temperature	1. Discuss what a seed is.	1. Teacher will bring several types of seeds to class. (Examples: pumpkin seeds, lima beans, etc.)
	2. Discuss what a seed needs in order to grow into a healthy plant.	2. Soil, water, proper sunlight, containers.
Discussion and introduction of parts of plants.	3. Plant seeds.	3. The students will take care of their own plants.
Discussion of people involved in growing, harvesting plants. - farmer - florist - gardener		

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Construct bulletin board on parts of plants. (Discussion of plant parts.) 1) roots 2) stem 3) leaves 4) possibly flower parts	4. Mimeographed sheet on plant parts.
	5. Listen to guest speakers discuss their jobs in relation to growing plants.	5. Suggestion: florist, farmer.
	6. Observe plants 2 or 3 times a week.	6. Paper, crayons, pencils.
	7. Draw a picture about how the plant changed.	
	8. Discuss what would happen if the growing process were stopped.	

EVALUATION: The student will draw the steps and changes a plant goes through from a seed to maturity illustrating successful completion of a task.

Beth Daffron
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefits of talking with qualified people working in areas of interest to him/her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

BASELINE OBJECTIVE: The student should understand that in a work-oriented society individuals perform specialized tasks to provide goods and services for themselves and others.

PERFORMANCE OBJECTIVE: The student will be able to identify various workers and what they provide for us by interviewing four workers at school and at home and identify the importance of both goods and services.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Many different types of workers are necessary in our economic system. Workers provide both goods and services. Both goods and services are necessary and must be interwoven for the economic system to continue. Why do you work? What do you do with the money you earn? Why did you choose your job? Identify jobs that provide services - policemen - firemen - teacher	The student will: 1. View a filmstrip on workers 2. Participate in a guessing game where teacher describes an occupation and child guesses who does it. 3. Name and draw a picture of a type of worker you know. 4. Draw and discuss a worker at your school or in your family. 5. Discuss the fact that when you do a job at home and earn an allowance you are usually providing a service.	1. Filmstrip - "Workers in the Community", Multicultural Social Studies Kit, Unit 6 2. Ex. - I clean and fix your teeth...Who am I? 3. Greene, Carla. I Want To Be A Nurse. Series. Children's Press, 1958. 5. Carrying out trash, washing dishes, etc.

Curriculum Content	Activities	Resources/Suggestions
Identify jobs that provide goods - farmers - milkman - factory worker Plan class party	6. Read pp. 101-120 and discuss with class.	6. Unit 6 - "Families Earn and Spend" - The Social Sciences: Concepts and Values, Level 2
	7. Interview 3 workers at school. Determine if workers provide goods or services in their job.	7. Multicultural Social Studies Kit - Unit 6 - Interview Sheet.
	8. Interview a working member of his/her family.	
	9. Play "Who am I?" as suggested in Activity 1 and determine if workers produce goods or services.	
	10. Discuss and compare what would happen if everyone produced goods or everyone produced services.	
	11. Participate in a game when he/she draws the name of a worker from a hat and discuss how that worker's job is important to the community.	
	12. Identify the importance of individual roles and performing your job well by planning a class party assigning everyone a job.	12. Stress the importance of working together.
	13. Discuss and decide what the outside jobs involved.	13. Examples - Baker produced cookies (goods) etc.

EVALUATION: The student will identify various workers and what they provide for us by interviewing your workers at school and at home and the importance of both goods and services.

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Mary Elizabeth Tito
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 2

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: Inferring and describing interaction of people with others and their environment.

PERFORMANCE OBJECTIVE: The student will be able to identify pollution and overpopulation as problems in the world today.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Define the term overpopulation	1. Participate in the Circle Game.	1. Children will get on a circle drawn on cement with chalk. Put one child inside the circle so that he is not crowded. Gradually increase the number of students in the circle (2, 4, 6, 8, etc.). Point out that the circle does not grow even though the population inside does.
How overpopulation occurs	2. Discuss the comparison of the circle to the world situation today.	2. It does not grow, but there are always more people.
	3. Draw a picture that explains again this awareness of overpopulation.	3. Examples: Marbles in a circle Pin cushion adding pins Car adding people Materials: Paper, colors

Curriculum Content	Activities	Resources/Suggestions
Discuss pollution -Define (air, water, land) -Where it comes from -Solution	4. Discuss air pollution and view it through teacher prepared experiment.	4. Take white piece of cloth and attach to the exhaust pipe of a car. Have children observe the carbon left on the cloth.
	5. List alternatives to using a car.	5. Walking, bicycling.
	6. List ways that he/she can help with pollution in Dallas.	6. Picking up trash, etc.
	7. Organize a clean-up campaign in the school.	7. Place posters in halls. Tagboard, crayons.
	8. Draw a picture of some type of pollution showing how it occurs.	8. Paper, crayons
	9. Describe his/her picture to the class.	

EVALUATION: The student will identify pollution and overpopulation as problems in the world today.

Margie Meyer
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health

CAREER EDUCATION
LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

GRADE LEVEL: 3

BASELINE OBJECTIVE: The student should understand ways everyone works to keep the home and school safe.

PERFORMANCE OBJECTIVE: The student will be able to identify five (5) types of safety rules for home, school, and on the playground and also be able to discuss how these rules could be important to a future job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Places where safety is important - Home - School - Playground - Jobs	1. Read the section of the textbook dealing with safety habits.	1. Textbook
People who help us with safety - Policeman - Fireman - Red Cross Volunteers - Doctors	2. Identify and practice safe behavior in school halls, classroom and lunchroom.	2. Students could take a short trip around the school building and make notes on various safety precautions they observe.
	3. Discuss safety rules for the school.	3. Teacher led discussion.
Ways to eliminate safety hazards	4. Discuss ways to eliminate safety hazards at home and at school.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Make a list of hazards in his/her environment.	5. Pencil, paper.
	6. Identify five (5) safety rules for the home.	6. Could be done either in groups or by individuals.
	7. Identify five (5) safety rules for school.	
	8. Discuss how these safety rules could be important to a future job.	8. Teacher suggestion: Several resource persons could be invited to interact with the students.

EVALUATION: The student will identify five (5) types of safety rules for home, school, and on the playground and also discuss how these rules could be important to a future job.

Curtis B. Long
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: K

CAREER EDUCATION
LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: All music is perceived through hearing.

PERFORMANCE OBJECTIVE: The student will be able to identify an example of music from a country other than the United States.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Non-Western Music - Western scale - Listening Singing Movement	The student will: 1. Listen to a recording of "Do Re Mi" as the teacher draws each of the syllable notes on the staff. 2. Recite the words that go with each syllable after the teacher. 3. Discuss the meaning of the words in order to remember the syllables and sing with piano. 4. Sing with the recording and gradually stand up straight, as the teacher directs.	1. Materials: Record player, "Sound of Music", soundtrack, chalkboard, staff-liner. 2. Teacher Information: Draw each of the eight tones on the staff as they are sung. Write the syllable underneath. 3. Do sounds like doe, a deer; mi - like me, a name I call myself, etc. 4. Movement to match the scale - students should be seated on floor for beginning and will gradually stand. Move one leg, then both legs to a kneeling position, crouch, etc.

Curriculum Content	Activities	Resources/Suggestions
		On 8th tone (Do) students should be standing.
Japanese Pentatonic Scale Listening	5. Listen to a recording of Japanese music as the teacher draws the notes on the staff.	5. Materials: Choose a 1-5 progression pentatonic - scale instrumental record. (Folkways Album) Teacher Information: Number these 1-5, and explain the Oriental pentatonic scale.
Comparing	6. Discuss the difference in sound between this piece and "Do Re Mi."	6. Show pictures and tell about Japan.
Movement	7. Move gradually to a standing position while listening to the record.	7. Students should sit on 1, kneel on 2, crouch on 3, etc.
Scales	8. Play the western scale on the ladder bells.	8. Materials: Fixed "ladder" bells and mallets Do Re Mi ....Do
	9. Play the pentatonic scale in various arrangements on the individual bells.	9. Five individual bells and mallets. Teacher Information: Give these to the student in 1-5 order; then encourage him or her to "improvise" - play them in any order.

EVALUATION: The student will identify an example of music from a country other than the United States.

Pamela Smith
W.W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 1

CAREER EDUCATION
LEARNER OUTCOME: 7:02 The student should demonstrate appropriate behavior for working with ot without supervision and for working independently or with others.

BASELINE OBJECTIVE: The student will be able to recognize differences and likenesses in sounds: high/low, loud/soft, short/long, fast/slow, steady beat/accent.

PERFORMANCE OBJECTIVE: The student will be able to distinguish differences in the timbre of sounds both independently and with others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Sounds have differences and likenesses high-low loud-soft short-long	The student will: 1. Describe orally the differences and likenesses of notes on a piano keyboard. 2. Distinguish sounds and their timbre from a prerecorded tape on an individual basis.	1. Teacher Information: Piano played by teacher while entire class participates. 2. Several pre-recorded tapes chosen by the teacher, notation cards for marking of their answers, evaluation by teacher
Timbre is the color of sounds.	3. Participate in the "Describe that Sound" game.	3. Students divide into four teams. One member from each team goes to the front of the room. The teacher makes a sound. Each member listens. When he/she thinks she/he can describe the sound (high-low-long-short-low-soft) he/she runs to the mike and shouts his/her answers. If it is correct the team of

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
		3. (cont.) which he or she is a member gets one point. The game is played until all members have had several turns.
Pitch	4. Close his/her eyes and independently identify the high or low pitch by pointing up or down.	4. Teacher information: Play middle C on the piano and then a note above or below. Students will listen to middle C and compare it to the next pitch; point up if it is higher and point down if it is lower. Encourage them to keep their eyes closed so they decide independently.
Duration	5. Compare the duration of sounds and demonstrate his/her opinion by using the prescribed hand movements.	5. Teacher information: Clap patterns of long and short sounds. Students should echo clap once, and teacher claps the same pattern again while students move hands together to signify short sounds and move hands apart to show long sounds
Dynamics	6. Listen to recording and stand for loud sections and sit for soft sections.	6. Recording:"Days of Future Passed" by The Moody Blues. Students will listen to beginning and aurally compare it to the rest and follow the appropriate body movements. This helps the student to listen and decide without the teacher's assistance.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Vocabulary pitch - high and low duration - long and short dynamics - loud and soft	7. Listen to teacher explain the terms used to describe the timbre of a sound and demonstrate appropriate body movements already used.	7. Teacher Information: Pitch - point up or down Duration - move hands close together or apart Dynamics - stand or sit
	8. Notate the characteristics of sounds on the tape again and participate in class discussion to identify the correct sources.	8. Teacher Information: Repeat "tests" on the same tape used in Activity #2. Check answers and compare the two results. Most students will show a great improvement. Let students guess what object made the sound. (Doorbell, telephone, etc.)

EVALUATION: The student will distinguish differences in the timbre of sounds both independently and with others.

Carrie Dee Huntington
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 1 - 3

CAREER EDUCATION
LEARNER OUTCOME: 2:04 The student should be able to identify job categories in which he/she has some interest and list under each category identified the varied job titles, the educational requirements, and the employment outlook for each job title.

BASELINE OBJECTIVE: Lines can be discovered by the child in his immediate environment.

PERFORMANCE OBJECTIVE: The student will be able to list several occupations he/she would be interested in that would require the use of lines.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Lines Types of Lines 1. Straight 2. Curved 3. Long and short	1. Identify straight, curved, long and short lines.	1. Resource books: textbooks, library books.
	2. Experiment in drawing lines while making the letters of the alphabet.	2. Materials: paper, pencils
Colors 1. Light 2. Dark	3. Experiment with colors by making a simple design.	3. Materials: crayon, tempera paint, paper.
Use of lines - construction - nature - textiles	4. Bring objects to class and describe their shapes.	
	5. Identify lines found in the classroom.	5. Examples: clothing, furniture, blackboard, doors
	6. Make a rub-on print of objects found in classroom.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Draw a variety of lines on the blackboard. 8. Discuss occupations that would require knowledge and use of lines. 9. List occupations he/she would be interested in that would require the use of lines.	8. Examples: drafting, construction, commercial artist, designer.

EVALUATION: The student will list several occupations he/she would be interested in that would require the use of lines.

Gloria J. Davis
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL:
Special Education (1)

CAREER EDUCATION
LEARNER OUTCOME: 9:05 The student should have a positive attitude toward the importance of reading at the minimum level, such as traffic signs and newspapers.

BASELINE OBJECTIVE: Identify or name designated letters - both upper and lower case.

PERFORMANCE OBJECTIVE: The student will be able to write all the letters in both upper and lower case.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Diagnose	The student will: 1. Write the upper and lower case letters in manuscript.	1. Teacher will call out letters in a random order. This can be used as a pre-test and post-test.
Manuscript writing: - identifying upper and lower case letters. - naming letters - writing letters	2. Trace sandpaper letters with his/her fingers.	2. Cut upper and lower case letters from sandpaper.
	3. Write correct letter on chalkboard.	3. Teacher gives name and case of letter to be written.
	4. Trace over all upper case letters with read pencil and all lower case letters with blue pencil.	4. Provide students with ditto sheet of upper and lower case letters. Red and blue crayons/ pencils will be needed.
	5. Identify letter and tell its case.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Match the upper case letters with the lower case.	6. Teacher made ditto.
	7. Write an upper or lower case letter next to an example.	7. Duplicate a list of upper and lower case letters leaving a space next to the example in which to write the opposite case.
	8. Write upper and lower case letters in manuscript.	8. Post-test.
	9. Identify upper and lower case letters on signs, posters, etc.	9 Have children look at various signs, identify, and name the various letters used.

EVALUATION: The student will write all letters in both upper and lower case.

Nancy Hill
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL:
Special Education
(2)

CAREER EDUCATION
LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: Identifying activities of living things.

PERFORMANCE OBJECTIVE: The student will be able to chart the growth of a plant from seedling until it reaches three inches in height.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Stimulating activity to develop interest in plants. Name of the parts of a plant: -roots -stem -leaves -flower. Function of each part of the plant -roots -stem -leaves -flower.	The student will: 1. Discuss what he/she already knows about plants 2 Discuss the importance of each part of the plant. 3. Label parts of plants by using chart or real plant. 4. Identify parts of plants after viewing a filmstrip.	1. Show plant that has already started to grow. 2. Chart and/or plant. 4. Filmstrip "Parts of a Plant" Also have students to answer questions related to the filmstrip.

Curriculum Content	Activities	Resources/Suggestions
	5. Participate in field trip to Garden Center at Fair Park.	5. They will construct a terrarium at the Garden Center for you.
	6. Prepare milk carton for planting.	6. Students should bring milk cartons. Teacher should supply rocks, potting soil, seeds.
	7. Plant seed in container.	7. Tape name of child on outside of carton.
Planting of seeds to teach -proper care of plants -plant growth -plant structure	8. Water his/her plant every other day.	
	9. Chart the growth of plant on calender until three inches tall.	

EVALUATION: The student will chart the growth of a plant from seedling until it reaches three inches in height.

Nancy Hill
Albert S. Johnston